DOCUMENT RESUME

ED 260 543 EC 180 509

AUTHOR Robertson, Mary F.; And Others
TITLE Serving the Mentally Retarded Child--Educable Mentally Handicapped and
INSTITUTION Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.
PUB DATE 85
NOTE 116p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adaptive Behavior (of Disabled); Curriculum; Elementary Secondary Education; *Handicap Identification; Individualized Education Programs; Instructional Materials; *Mild Mental Retardation; *Moderate Mental Retardation; *Program Development; *Referral; State Standards; Student Evaluation; Test Use
IDENTIFIERS *Oklahoma

ABSTRACT

Intended for Oklahoma school administrators, teachers, and parents, the guidelines examine factors in educating mildly and moderately mentally retarded students. General information is first presented on such topics as definitions, facilities, scheduling, mainstreaming, teacher role, teaching strategies, learning centers, discipline, grading and graduation. The purpose of the referral process is then noted along with prereferral and formal referral procedures. Identification topics covered include identification discrimination and suggested tests for evaluating educable and trainable mentally handicapped (EMH and TMH) students. The final section, on program development, touches upon basic components for instructional programs, curricula for EMH and TMH students, Individualized Education Programs, and instructional materials. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED260543

5525

Oklahoma State Department of Education
John M. Folks, State Superintendent

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Craddock
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Serving the MENTALLY RETARDED CHILD

Educable Mentally Handicapped And Trainable Mentally Handicapped In Oklahoma

1985

BEST COPY AVAILABLE

Serving the MENTALLY RETARDED CHILD

Educable Mentally Handicapped & Trainable Mentally Handicapped

In Oklahoma

Oklahoma State Department of Education

JOHN M. FOLKS, State Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Superintendent
JUDY LEACH, Associate Superintendent
JACK STRAHORN, Associate Superintendent

J. D. Giddens
Assistant Superintendent
Instruction

Fred Jones
Assistant Superintendent
School Lunch

Murl Venard
Assistant Superintendent
Finance

Jerry Doyle
Assistant Superintendent
Administrative Services

1985

STATE BOARD OF EDUCATION
John M. Folks, President

Burl Bartlett ..... Kingfisher
Barbara Johnson ..... Owasso
E. L. Collins ..... Idabel
Seay Sanders ..... Midwest City
Jimmy Scales ..... Edmond
C. B. Wright ..... Stroud

The Oklahoma State Department of Education, in compliance with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap or status as a veteran in any of its policies, practices or procedures. This includes but is not limited to admissions, employment, financial aid, educational and counseling services.

This publication, printed by the State Department of Education, is issued by the Oklahoma State Department of Education, Special Education Section, as authorized by John Folks, State Superintendent of Public Instruction. 3500 copies have been prepared and distributed at a cost to the taxpayers of the State of Oklahoma of $4,950.00.

SERVING THE MENTALLY RETARDED CHILD IN OKLAHOMA

TABLE OF CONTENTS

INTRODUCTION

Committee Members....3
Special Contributors....5

GENERAL INFORMATION

Definition....9
Ages....11
Facilities....12
Scheduling....13
Mainstreaming....15
Role of the Teacher....17
Teaching Strategies....19
Learning Centers....22
Homework....23
Discipline....27
Grading....28
Graduation....31

REFERRAL PROCESS

Definition and Purpose....35
Pre-Referral....36
Formal Referral....39

IDENTIFICATION

Chart - Academic Achievement / IQ....45
Identification Procedures....47
Identification Discrimination....49
Educable Mentally Handicapped....50
Trainable Mentally Handicapped....52
Adaptive Behavior....59
Exit (Removal) Criteria....63

PROGRAM DEVELOPMENT

Federal Regulations....67
Basic Components for Instructional Programs....72
Educable Mentally Handicapped Curriculum
(Including CVET and High School Work-Study)....79
Trainable Mentally Handicapped Curriculum....89
Individualized Education Program - Educable Mentally Handicapped...103
Individualized Education Program - Trainable Mentally Handicapped..113
Instructional Materials....127

INTRODUCTION

INTRODUCTION

These guidelines have been developed to help school administrators, teachers and parents to better understand programs for Mentally Retarded children. The holistic approach must be considered so those children having mental retardation are served appropriately and those children who have problems but are not retarded are recognized.

A committee has been responsible for the contents of this handbook. Using the Federal Regulations, Oklahoma state guidelines and the expertise of the committee members, these recommendations are presented.

Committee Members:

Mary F. Robertson (Chairman)
Mental Retardation Consultant
Special Education Section, SDE

Evelyn Llewellyn (Co-Chairman)
Learning Disabilities Consultant
Special Education Section, SDE

Jimmie Christal
EMH Work/Study Teacher
Enid Public Schools

Beth Edmonson
Vocational Rehabilitation, DHS
Oklahoma City

Nora Harris
Coordinator of Special Education
Ardmore Public Schools

Evelyn Hays
TMH Teacher
Edmond Public Schools

Ron Jones
Administrator
Stroud RESC

Julie Longacre
TMH Teacher
Idabel Public Schools

Chris Pederson
Special Education Teacher
Putnam City Public Schools

Dr. Don Shane
Special Education Department
Central State University

Frank Tefertiller
EMH Work/Study Teacher
Oklahoma City Public Schools

Dr. Bill Ward
Special Education Department
Northeastern State University

Rita Wilkerson
Coordinator of Special Education
Guymon Public Schools

Dr. Paul Zohler
St. Gregory's College
Shawnee, OK

SPECIAL CONTRIBUTORS

Dr. Clyde Matthews
Vocational Technical Education
Stillwater

Regional Education Service Centers:
- Margaret White, Guymon
- Sally Reed, Anadarko
- Frances White, Anadarko
- Fred Catron, Sallisaw
- Bonnie Sundholm, Oklahoma City

Wyolene Brown
Coordinator of Assessment Office
Oklahoma City Public Schools

Elizabeth Mitchell
Oklahoma City

Dr. Jimmie L. V. Prickett, Administrator, and Staff Members
Special Education Section
State Department of Education

GENERAL INFORMATION

Definition

Ages

Facilities

Scheduling

Mainstreaming

Role of the Teacher

Teaching Strategies

Learning Centers

Homework

Discipline

Grading

Graduation

DEFINITION: MENTAL RETARDATION

"Mentally Retarded" means significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the development period, which adversely affects a child's educational performance. (From Federal Register, Tuesday, August 23, 1977, Handicapped Children 121a.5).

The Oklahoma State Department of Education, Special Education Section, divides the Mentally Retarded into two categories: Trainable Mentally Handicapped (30-50 IQ) and Educable Mentally Handicapped (50-75 IQ). Eligibility is determined by an individual psychological test for IQ plus other tests for academic achievement and/or developmental level. The Wechsler tests (WPPSI, ages 4-6½; WISC, ages 5-15; or WAIS, age 16 and above) or Stanford Binet are most often given. For the severely retarded, such standardized tests may not be possible so observations with developmental scales may determine mental age.

TRAINABLE Mentally Handicapped (TMH) are those children with IQ scores from 30 to 50. These children are generally considered for programs in which the curriculum is designed to help the child learn to better care for his personal needs at home and school (self-care); get along with others in the home, the school and the neighborhood; respect property rights; and, in general, manage his own affairs in a social group and in a restricted environment (social adjustment); and learn to do things, not only for himself but for others. He/she may be able to do simple work under supervision in a sheltered environment. The activities of the curriculum should be selected and designed to furnish experience which will help toward the realization of the objectives. The TMH program will have a maximum number of ten (10) students in a self-contained class. Services must be furnished by the school from birth. Most TMH students will have a full school day; however, the Individualized Education Program team may determine that the very young and/or the very severe will function best in a shortened school day or a home based program.

EDUCABLE Mentally Handicapped (EMH) are those children with IQ scores from 50 to 75. These are children who can be taught some academic work but who are mentally retarded to the extent that their development is hindered in a regular classroom. The curriculum for EMH children should provide realistic educational experiences at each child's level. Special attention should be given to the use of concrete situations in attaining the basic purposes of the education of all American children, namely, self-realization, human relationships, civic responsibility and economic efficiency. It should be understood these children can learn although at a different rate and not as much in depth as the average student. The EMH student should participate in all of the activities

of the school, separating them only where it is necessary (such as for basic skills: reading, math, etc.). The EMH student can often take active part in subjects not academic in nature -- physical education (even competitive sports), arts, music and others. EMH students can be served in a self-contained class with a maximum number of students per teacher of fifteen (15), or in a lab program with a maximum total of twenty-five (25) students with no more than ten (10) students per hour/period. The ability of the majority of the students should determine which type of program is appropriate. On the secondary level, a lab program could assure the students of a least restrictive environment with mainstreaming into regular classes. It must be noted that EMH students must not be scheduled into regular classes that the EMH student is not mentally equipped to handle. Some regular classes may be suitable for EMH students with an adjusted curriculum.

As in all handicapped categories, the eligibility for the category is determined by a team (consisting of an administrator or designee, parent, regular teacher and special teacher). Placement will be decided by the same team that writes the Individualized Education Program (IEP). The student whose IQ falls in the 45-55 range may be categorized as TMH or EMH. This determination is made by the team based on the student's ability and how he/she functions in the academic setting.

The teacher of either category (TMH/EMH) must have certification in Mental Retardation. Note: All special education teachers are certified for grades N (Nursery) - 12. Credit can be given for subjects, i.e., Math, English, Science, etc., taught by a special education teacher to special education students.

There can be a certain amount of stigma attached to being a member of a class for Mentally Retarded. Although this cannot be avoided, the attitude of the administration to encourage acceptance by the other students and teachers can offset this feeling of being different. There never should be labeling outside of the confidential records, such as a sign on the door of the classroom, class named in yearbook, etc.

AGES OF CHILDREN

Minimum Age - Programs for exceptional children must be available beginning at age four; however, for certain eligible students there is no minimum age. Severely handicapped children are to begin receiving special education service at birth. These children are operationally defined as those functioning 50% or more below normal expectancy for their age.

Maximum Age - Each exceptional child has a right to 12 years of schooling. This twelve-year period will start at age 6 (following state regulations for entrance to first grade) and will terminate upon completion of a secondary program. Twelve years of schooling is mandated, additional schooling through age 21 is permissible. Within the twelve-year period of schooling (or through age 21) there must be levels of elementary and secondary. This is not difficult to accomplish with the EMH but it also applies to the Trainable child.

Twelve years of schooling (or through age 21) is not appropriate unless that time is organized so the high school graduate has had an opportunity to learn those skills that lead to a productive adult life (independent living). The sections on Curriculum and Individualized Education Programs show how this can be organized.

FACILITIES

The classroom must be comparable to the facilities for regular classes in the public school. Location, size, and arrangement of furniture can have an impact on student behavior and academic progress. The special education classroom should be of suitable size in a distraction-free area, as required by the type of program or services to be established. Appropriate furniture, materials, supplies and equipment should be provided to meet the needs of the class or individual children to be served.

Instructional space for exceptional children shall comply with State standards. Adequate storage shelving should be provided. It is strongly recommended that mobile or portable classrooms be used only when regular education classes are also housed within such classrooms.

The space assigned to a special education classroom should be in a permanent instructional setting. A resource/lab room should be large enough to allow for one-to-one instruction, small group instruction and individual study areas. Independent study areas should be created by using carrels and student desks or partitioned by movable chalkboards, bookcases and file cabinets. Major activity centers with appropriate materials stored nearby may be set up for reading, math, independent study skills and media in both resource and self-contained classrooms. (See Learning Centers)

The class for Mentally Retarded (Educable Mentally Handicapped and Trainable Mentally Handicapped) should be well equipped with manipulative materials. There are many good commercial products for children needing concrete, colorful, easily handled materials. However, there can also be a special need for teacher-made materials. It is recommended that the teacher become familiar with the materials in the Regional Education Service Center. This is an opportunity to try materials on loan before asking the school to purchase for permanent use.

SCHEDULING

As schedules are arranged for Mentally Retarded students, top priority should always be given to the student's needs.

For the Trainable Mentally Handicapped (TMH) student (self-contained class), the only scheduling problems will concern the amount of time for "mainstreaming". The activity and amount of time will be determined by the student's ability.

For the Educable Mentally Handicapped (EMH) student in a self-contained class, the above statement is also true. However, there are very few EMH students who cannot benefit from non-academic activities with their peers.

For the EMH student in a lab class scheduling may be more complicated.

1. With few exceptions, EMH students need their basic academics with the special teacher. It should be noted that the special teacher can give credit in all subject matter (this is more applicable on the secondary level for solid subjects: English, History, Math, Science, etc.). Even in a lab situation it is seldom an appropriate program for an EMH student to have only one hour in the special class.

2. Scheduling in regular classes should be based on the student's ability and interest. Particularly on a secondary level, regular classes must be carefully chosen. Special students must <u>not</u> be enrolled in those courses that require normal reading ability (such as English and History).

3. Although most regular teachers will accept and adjust curriculum for the special student, it is not fair to place more than one or two such students in a class per period.

4. The following recommendations are made for scheduling (in special and regular classes) of Mentally Retarded students:

   . Allow adequate time for instruction.

   . Provide appropriate teacher-student ratios.

   . Build in time for monitoring and assessing changes in student performance.

   . Provide variety within each student's school day.

- Group according to grade levels or subject areas.

- Vary the structure of scheduled events, including some large-group, small-group, and individual activities.

- Structure activities in a way which allows students to be involved in doing things which are worthwhile, as opposed to busy-work activities, for the majority of each school day.

- Schedule as much time as possible with the student's regular peer group (including homeroom if the school is so organized).

5. Consideration should be given to the special education teacher's schedule. If possible, a planning period is needed for "paper work" plus team meetings and parental conferences.

MAINSTREAMING

From the Federal Register, August 23, 1977 - Education of Handicapped Children Act, P.L. 94-142.

> 121a.550
>
> (b) Each public agency shall insure:
>
> (1) That to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and
>
> (2) That special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The phrase used in P.L. 94-142 is "Least Restrictive Environment (LRE)".

The phrase used in the schools is "Mainstreaming". This is too often misunderstood to mean all handicapped students must participate in the regular education program. In (b) (1) above, the statement reads "to the maximum extent appropriate" -- the key word here is appropriate.

"LRE" means the handicapped student should be a part of the regular environment -- physically, academically and socially -- to the extent that the special student benefits from the experience. In fact, except for the very mildly handicapped, total "mainstreaming" is not an appropriate program.

Some advantages of mainstreaming are:

1. Remove the stigma that is associated with total special class placement.

2. Enhance the social status of mentally retarded children with their non-handicapped peers.

3. Facilitate the modeling of appropriate behavior as exhibited by non-handicapped peers.

4. Provide a more cognitively stimulating peer environment.

5. Provide the mentally retarded child with competitive situations which the mildly impaired must eventually experience.

6. Provide a more flexible vehicle from which to deliver educational services.

One important aspect of successful mainstreaming is the attitude of the administration and the entire faculty. The building administrator is often the key to this. In-service for all faculty members is one way of creating understanding. Cooperation between special and regular teachers is also important -- this is needed for team meetings, planning programs and grading. Total acceptance of the handicapped child in the mainstream is often difficult but can be achieved. It should be noted that sometimes the problem can be with the special teacher who "over protects" the exceptional child.

All schools should have a system for "tracking" those special students in regular classes to assure success in the program.

Educable Mentally Handicapped students may not benefit from being educated in regular classes for the basic academics because of low-level functioning in Reading and Math. Adjustment of curriculum in a regular class is limited. However, where there are low-level or remedial classes, those may be appropriate. (Note: Mentally Retarded students are not eligible for Chapter I programs.)

Individual student's ability and interest should be considered in scheduling in non-academic programs. Besides Art, Music and P.E., such classes as Home Economics and Industrial Arts can be beneficial. These students should be part of the whole school, taking part in all school functions (including competitive sports).

Trainable Mentally Handicapped students may be able to function in the mainstream for limited amounts of time. Some examples of mainstreaming: storytelling time in primary classes, art and music activities, physical education, integration on the playground or in the lunchroom, and attendance at school functions such as assemblies, social and sports events.

ROLE OF THE TEACHER OF THE MENTALLY RETARDED

The teacher of the Mentally Retarded has several roles. The major role is to provide direct instruction to children identified as having specific mental retardation. Other roles include implementing and evaluating an Individualized Education Program (IEP) for each student; communicating effectively with parents, regular teachers, administrators who are involved with mentally retarded students; assisting regular teachers in modifying or adapting the course work for mentally retarded students; observing, assessing and evaluating new referrals as a member of the evaluation team for the mentally retarded; and serving on the placement team to develop the IEP and determine placement of students. Because a teacher of the mentally retarded must serve in many capacities, he or she must be given enough time to perform each role adequately.

Specific functions of the teacher of the Mentally Retarded may include:

1. Serving on the pre-referral, evaluation and placement committees.

2. Participating as a member of the team developing the IEP.

3. Sharing school duties performed by other faculty members when appropriate, i.e., bus duty, lunchroom duty, etc.

4. Acting as a student advocate.

5. Being responsible for an ongoing assessment of all mentally retarded students in the program and maintaining all required record and data forms, including the Individualized Education Program (IEP).

6. Working with ancillary and support personnel to coordinate services to mentally retarded students.

7. Coordinating instruction in the special education room to complement or supplement regular classroom instruction.

8. Conferring and planning regularly with the classroom teacher concerning curriculum, management, scheduling, homework, grades.

9. Conducting in-service about Mental Retardation when requested.

10. Having the ability to make appropriate matches between instructional materials and the stated objectives of the IEP of a student.

11. Developing instructional programs which enhance <u>career education</u>

principles at an appropriate level for the age group, abilities, and interest of the children.

12. To assist in coordinating the instructional program within the structure of the local school's existing special education program to avoid duplication of materials at the different levels of special education.

TEACHING STRATEGIES

Because of the unique learning styles of students with Mental Retardation, modifications and adaptations such as the following might be used by regular and/or special education teachers:

1. Adjust type, difficulty, amount of sequence of material required for Mentally Retarded students by:

   a. giving smaller assignments than the rest of the class, i.e., fewer math problems, fewer pages to read, etc.

   b. breaking down assignments into very short tasks. Many of these children do well if they are provided with short assignments followed by immediate feedback. If the MR student concentrates well for three minutes, provide him with a series of three-minute tasks with a break between each. If the student can do only one math problem correctly, give only one; and after success with this one, increase the number to two and so on. If only the first one or two questions on a page are completed correctly, it may be that the student's attention is overwhelmed by all the material on the page and a series of individual questions would be better, each on its own page.

   c. giving only one (or few) questions at a time during testing.

   d. including on assignments only essential material.

   e. checking or underlining textbook passages which contain the most important facts -- using markers to indicate where to start or stop an assignment.

   f. giving them specific questions to guide their reading and, if necessary, showing them the exact paragraphs where information can be found.

   g. establishing only a few goals at a time for MR students. Develop with them the ways you will attempt to reach those goals.

   h. making certain the student's desk is free from all extraneous material.

   i. collecting the student's work as soon as it's completed.

   j. changing activities to accommodate short attention span.

   k. helping the students to restate their assignments.

l. using concrete/manipulative objects and materials.

m. giving directions in small units.

n. using simplified worksheets, particularly in math.

2. Adjust space for the MR student by:

a. permitting the student to do his work in a quiet area of the room.

b. arranging seating near a more able student who can assist with assignments.

c. choosing the area of the room most conducive for concentration.

3. Adjust work time for the MR student by:

a. giving sufficient time to complete assignments.

b. establishing a daily schedule.

c. alternating quiet and active classroom activities.

4. Match MR student with a peer helper who can help by:

a. explaining directions for assignments.

b. practicing oral drill.

c. providing oral/written assignments.

d. working with him in a joint assignment.

e. critiquing assignments with the student.

5. Adjust presentation and evaluation according to the student's method of learning. Some individuals learn better by seeing, some by listening, some by feeling, and some by a combination of approaches. Some students reinforce their weaker sensory channel by utilizing a multisensory approach, whereas others are overloaded by this system and do better if they learn through their most functional sensory system. Find out how your MR student learns best.

a. If a student is primarily an auditory learner, adjust mode of presentation by:

1) giving oral as well as written directions for assignments.

2) taping important reading material for students to listen to

as they read a passage.

3) putting assignment directions on tape so that students can replay them when needed.

4) giving students oral rather than written tests.

5) having students read/drill essential information using tape recorder, reciting information into recorder and playing it back.

6) using published audio tapes with students.

7) having students read/drill aloud to themselves or to another student.

8) having another student read important information to MR students.

9) having students repeat words aloud (or silently) while writing them down on paper to keep from leaving out words or phrases.

10) having students re-auditorize silently, vocalizing material inside their heads.

11) having a student close his eyes and try to hear words or information, repeating in order to block out distractions.

12) utilizing a phonics approach in teaching reading.

b. If the student is primarily a visual learner, adjust mode of presentation by:

1) having students use flash cards.

2) having students close their eyes and try to visualize words or information in their heads.

3) providing visual clues on chalkboard for all verbal directions.

4) having students write down notes and memos to themselves concerning important words, concepts, ideas.

5) using films and filmstrips to reinforce classroom instruction.

6) utilizing a sight word approach in teaching reading.

LEARNING CENTERS

Learning centers are an instructional tool that can be used to teach any idea at any level. It is a collection of materials arranged around stations where students can interact with the materials. At each station the student will find instruction and materials for one particular project. All of the activities at a particular learning center are designed to reinforce a single educational objective (the "purpose" of the center). Learning centers provide for expansion on and enrichment of concepts and skills that have been introduced by teachers.

1. Every center should include:

   a. Multimedia materials to support the topic or skill.

   b. Manipulative materials.

2. Learning centers need the reinforcement of:

   a. A teacher's introduction to what it contains and how to use it.

   b. An organizational pattern in the classroom which tells the student when to use it.

3. The student uses the learning center as:

   a. A self-selected activity.

   b. A follow-up to a teacher's lesson.

   c. An activity in place of a regular assignment.

   d. An enrichment activity.

4. The teacher uses the learning center as:

   a. Follow-up for a lesson taught.

   b. A small group instruction area.

   c. An individual activity.

TEACHING EXCEPTIONAL CHILDREN, Spring 1984

When parents ask teachers, "What can I do at home to help?", they often receive a series of worksheets or related classroom activities and proceed diligently to schedule a daily "homework" time for the child. Despite the good intentions of everyone concerned, the end result is often less than encouraging. Both parents and child become frustrated, and many teachers eliminate homework activities in recognition of the situation.

Perhaps the culprit is not the concept of homework itself, but rather the types of activities that are chosen. Daily routines in the home environment that complement and extend skills taught in the classroom are a positive alternative. The emphasis is on home learning activities rather than homework, yet the goals are the same -- reinforcement of skills learned in the classroom. Here are some of the many possibilities.

LEARNING ACTIVITY	RELATED SKILLS
1. Sorting laundry; putting groups of sorted clothes in the washer, dryer, dresser drawers, closets.	1. Likenesses, differences, sorting, organizations.
2. Setting the table.	2. Sequencing, organization.
3. Planning meals.	3. Sequencing, organization, problem solving.
4. Scheduling special jobs on certain days (taking out garbage, emptying wastebaskets the night before).	4. Responsibility, organization, sequencing, association.
5. Doing daily chores (making bed, putting dirty clothes in hamper).	5. Responsibility
6. Choosing TV shows from structured options.	6. Decision-making.
7. Retelling sequence of events and main ideas from selected TV shows.	7. Sequencing, finding the main idea, attention span.

LEARNING ACTIVITY	RELATED SKILLS
8. Making a "TV Guide" of favorite programs.	8. Decision-making, sequencing.
9. Making a calendar of jobs, broken down into days, weeks, months; associate days with specific jobs, events.	9. Sequencing, organization, association.
10. Keeping a diary, journal or log.	10. Language, writing, organization.
11. Letter writing to pen pals, grandparents, relatives, or friends who have moved.	11. Language, writing, organization.
12. Checking the newspaper for sales or bargains when planning meals or shopping trips.	12. Decision-making, organization.
13. Reading cartoons to younger siblings.	13. Reading
14. Summarizing sports events (live, on TV, or in newspapers, magazines).	14. Sequencing, organization, comprehension.
15. Examining maps and checking weather reports in other geographic areas where friends live or in connection with travel plans.	15. Map reading, comprehension.
16. Taking imaginary trips (transportation? clothing? cost? sights? weather? why go there?)	16. Organization, decision-making.
17. Making a "travelogue" from newspapers, magazines, photographs.	17. Organization, decision-making.
18. Making a scrapbook related to a hobby or theme (sports; putting cartoon strip frames in sequence).	18. Decision-making, on-task behavior, organization, fine-motor coordination, attention span.

LEARNING ACTIVITY	RELATED SKILLS
19. Putting together a booklet of food groups (likes, dislikes, food for special meals or parties).	19. Organization, decision-making, fine-motor coordination.
20. Playing card games, keeping score ("War", "21").	20. Attention span, math facts, following rules, decision-making.
21. Playing board games (check reading level required and rule explanations).	21. Attention span, decision-making, reading comprehension.
22. Going for walks or rides and looking for specific categories of objects, such as birds, flowers, house numbers.	22. Memory, organization.
23. Preparing a shopping list in order of store layout (based on earlier visit to make notes or drawings of general locations of merchandise).	23. Organization, sequencing, pulling together several facts to make a "whole".
24. Making a map or drawing of shopping mall, school, or neighborhood.	24. Organization, decision-making, fine-motor coordination, map skills.
25. Keeping a file of cents-off coupons (alphabetize, figure out savings, keep money saved).	25. Sequencing, math facts, decision-making, reading.
26. Keeping a file of refund forms (alphabetize, put in order of expiration date).	26. Sequencing, reading.
27. Pulling cents-off coupons while making a shopping list (real or assumed savings).	27. Decision-making.

LEARNING ACTIVITY	RELATED SKILLS
28. Reading newspaper columns, magazine articles, or books on couponing and refunding.	28. Reading comprehension.
29. Comparing prices of similar or same articles in different stores while shopping.	29. Organization, decision-making, math facts.
30. Making a list of which stores carry certain articles that are frequently purchased.	30. Organization, handwriting.
31. Obtaining a street map from Chamber of Commerce and plotting color-coded routes to school, shopping areas, other places frequently visited.	31. Map reading, fine-motor coordination.
32. Planning a pretend shopping spree with a set amount of money to spend.	32. Decision-making, math facts.
33. Visiting library with younger sibling (help select books, read to siblings).	33. Responsibility, decision-making.
34. Marking calendar with special holidays, birthdays.	34. Sequencing, handwriting.

DISCIPLINE

Although handicapped students are entitled to some extra safeguards in the area of discipline, their treatment should not differ dramatically from that of non-handicapped children. However, it should be noted that the procedures for disciplining a handicapped student may be more protracted than for other students.

When suspension of less than ten (10) days is necessary for the Mentally Retarded student, the procedures established for regular students should be followed. The special education teacher should be sure (to the extent possible) the MR students understand the school's discipline policies.

When a school district elects to remove an identified Mentally Retarded student from school for a long term disciplinary suspension, it may continue to provide the student with an educational program. The long-term removal from school is a change of placement, therefore the school district must immediately convene the Individualized Education Program (IEP) team. The school, according to their established policies within state law, determines length of suspension. The entire team determines what the educational placement will be. There are two situations concerning the educational placement of a handicapped student on long-term suspension, both of which will be under the consideration of the IEP team.

(1) If the IEP team determines that the behavior which caused the discipline action is related to the student's handicap, the school must provide an alternative educational program. This may be at home or an appropriate setting.

(2) If the IEP team determines that the behavior which caused the discipline action is not related to the student's handicap, the school may provide an alternative educational program. The team may determine that suspension without an educational program is needed. Since the parent is a member of this team, all parties would be in agreement on this course of action.

Discipline problems that an IEP team is able to anticipate may be addressed on an individual basis on the child's IEP. When writing disciplinary objectives for Mentally Retarded students, the following may be considered as corrective action: counseling, "time-out" area, restriction from participation in school activities, staying after school or class and in-school suspension.

GRADING

There is one definite rule for grading students in all special education categories: There must not be any discrimination in the system of grading. That is, if all students in a school are graded by the A, B, C, etc., plan, special education students will also receive A, B, C, etc. In recording grades on a permanent record, such as a transcript, there must not be any reference to the student's placement in special education.

P.L. 94-142 is based on an "appropriate education". If this mandate is followed, fair grading should be no problem. Some suggestions:

1. Grades should never be given as motivation (A's) or punishment (F's).

2. A student should earn the grade. Too easy a program would result in too many A's and too difficult, D's or F's. A program should be planned on the level where the child is functioning but the teacher should always be alert to expand this level upward.

3. Students should not be placed in academic subject classes beyond their ability because of an inflexible school schedule.

Parents must understand grading in special classes. The grade earned may not be comparable to grades earned in regular classes. Parents need to be told where the student is functioning and what is being learned, rather than relying on report card "grades" to understand progress.

The teacher who has the student for a period should give the grade for that time. If the grade will go on one regular report card, the special teacher and regular teacher should confer. If the regular teacher objects to giving a "passing" grade to a student who is not in his/her class, both teachers could sign the report card. Since separate report cards are given on the secondary level, there should be no problem.

A student in special education can get a failing grade. He/she cannot fail because the academic level is too high (that is not an appropriate program) but failing grades may be given because of refusal to do work within capability and poor attendance. However, when failure does appear, consideration should be given to addressing the problem on the IEP with the idea of alleviating it.

The report card on page 30 for all elementary students in Vinita Public Schools (developed by Mr. James E. Sooter, Superintendent) is an

example of reporting progress without discrimination. This could also be adopted for secondary levels.

Example: An MR student who is working below grade level could receive this grade in English: B^1 - or if math is no problem, a grade of B^2. At the other end of the scale, a gifted student might receive a C^3 in a class.

PUPIL'S NAME _____

Level of Achievement
Rating Key

A - Excellent
B - Above Average
C - Average
D - Below Average
F - Inadequate
S - Satisfactory
U - Unsatisfactory
I - Incomplete

Level of Student Work
Rating Key

1 - Below Grade Level
2 - On Grade Level
3 - Above Grade Level

Teacher Initial	Subject	1st 9 Weeks	2nd 9 Weeks	1st Semester	3rd 9 Weeks	4th 9 Weeks	2nd Semester	Year
	Art							
	Band							
	English							
	Health							
	Mathematics							
	Music							
	Penmanship							
	Physical Education							
	Reading							
	Science							
	Social Studies							
	Spelling							

STUDY HABITS AND SOCIAL ATTITUDES

Rating Key

E - Excellent Progress
S - Satisfactory Progress
N - Needs to Improve

	1st	2nd	3rd	4th
1. Listens attentively				
2. Uses time wisely				
3. Completes work				
4. Participates well in class activities				
5. Shows respect for property of others				
6. Practices good behavior				

ATTENDANCE RECORD

	1st	2nd	3rd	4th
Days present				
Days absent				
Times tardy				

BEST COPY AVAILABLE

GRADUATION

Handicapped students who are appropriately placed in special and regular education programs are able to meet existing graduation requirements. These students are given the same considerations as are regular students when evaluating progress in determining fulfillment of graduation requirements.

Some handicapped students are able to meet the standard criteria for graduation but because of their handicap require program modifications. Three types of modifications are:

1. Course substitution;

2. Modifications in curriculum, methodology, evaluation or materials;

3. The allotment of additional time for completion of degree requirements.

The IEP document of a handicapped secondary student needs to state the graduation requirements for that student. By using the IEP as a vehicle to establish individual standards for graduation, instructional personnel can take account of the student's abilities, needs, interests and goals. The IEP document should specify the following points regarding graduation requirements:

- Any adjustment in time needed by the student to complete the course(s), assignments, tests, and/or the high school program itself;

- The approved course substitution(s) or alternate educational experiences to be taken by the student for credit toward graduation; and

- The performance indicators, objective evaluation methodology, criteria and schedule(s) for the evaluation of alternative experiences.

Specifying the graduation plan in the IEP conference and then holding frequent review conferences to update this plan serves to guarantee a non-discriminatory secondary program for the handicapped student.

Recommended Procedures: Diplomas

Diplomas issued to handicapped students should be the same as those issued to non-handicapped students. To do otherwise may leave the school district open for a discrimination complaint.

This recommendation is based on the non-discrimination clause in Section 504 of the 1973 Vocational Rehabilitation Act and Oklahoma Regulations. The intent is that handicapped students are entitled to receive the same considerations as non-handicapped students. They should, therefore, not be excluded on the basis of their handicap from receiving any benefit for which they are otherwise qualified.

REFERRAL PROCESS

Definition and Purpose

Pre-Referral

Formal Referral

THE REFERRAL PROCESS

Definition and Purpose

The referral process provides a way for concerned persons to request additional information and support for a child. Each school system should establish and maintain an organized referral system which is communicated to all professional personnel within the system and to persons within the community. This referral system should have provisions for handling referrals made by persons who are not a part of the local school system, as well as referrals made by school system personnel. There guidelines recommend the referral process be comprised of two sequential steps: (1) pre-referral, and (2) formal referral.

I. Pre-Referral

When a student is experiencing difficulty in a regular classroom, a pre-referral is made and an intervention plan is developed by the support team.

II. Formal Referral

If intervention techniques and remedial programs have failed to alleviate the problems experienced by the student, a referral for a formal evaluation is made.

Educators must keep in mind that a wide range of achievement levels is to be expected within any given classroom, unless children are homogeneously grouped by ability. It is to be expected that for a randomly selected classroom of 5th graders, with IQ scores ranging between 85 and 115, children's achievement levels will range between the 3rd and 6th grades.

This wide variability in achievement levels must be taken into consideration during the identification of children with suspected mental retardation. While half of the children in a given classroom may have achievement levels that are below grade level, most of these students are appropriately placed in the regular classroom and are the responsibility of regular education.

I. PRE-REFERRAL

When a student presents a particularly unique problem, the classroom teacher frequently has no place to turn for help other than referring the student for a comprehensive educational evaluation involving special education support staff. A shortcoming of this response to a problem presented by a particular student is that it usually does not provide immediate support to the teacher and student. Several weeks can pass before the comprehensive educational evaluation is completed and staffing is held to discuss the results and recommendations. In some cases, students may be identified as handicapped and recommended for placement in special education instructional programs. Other students may be identified as mildly handicapped, but not in need of special education programming, while others will not be identified as handicapped. For the last two groups of students, the delay in providing immediate support to the teacher and student may have been unnecessary. Schools should consider the development of a support system to classroom teachers that would assist a teacher in clarifying the nature of an individual student's learning and/or behavior problem, and provide immediate and relevant support to the teacher in dealing with the problem.

One such support system is a building level support team. This team would function as an intermediate step between the recognition of a problem by a classroom teacher and a formal referral for a comprehensive educational evaluation. A teacher who is experiencing difficulty with a student could request the team's assistance. The team will gather information concerning the student and meet to discuss the problem, generate possible remedial actions, and recommend a specific intervention strategy.

A. The team should be viewed as a mechanism for problem solving. For this reason, the number of members should be kept low, probably no more than three (3) members, at least for the initial meeting on a particular student. Additional personnel can be included later if the student's problems warrant input from others. Although the members may vary in accordance with the staffing patterns of the school and the nature of the problem, the following persons should be on this team:

   1. The principal or his/her designee
   2. The referring teacher
   3. A teacher qualified to teach that age child, preferably one teaching in the related problem area

   The following personnel should also be considered and included on the team as consultants either on a regular basis or as appropriate:

   1. Special education teacher

2. Remedial program teacher
3. Guidance counselor
4. School psychometrist or psychologist
5. School social worker

B. It is important that the responsibility of coordinating the activities of the team be assumed by one individual. Ideally, this individual should have the authority to delegate responsibilities, require attendance of team members, and commit school resources, both material and personnel, that might be necessary in developing and implementing an intervention plan. A principal or assistant principal would be an appropriate individual to fill this role. However, considering the demands on a principal's time, it may be necessary for the principal to appoint a coordinator to serve as his/her designee. The coordinator should assume the following responsibilities:

1. Schedule the team conference;
2. Contact team members about scheduled meetings;
3. Request attendance of any specialist that may be particularly helpful in dealing with a specific referral;
4. Ensure that all information about a referred student is organized and available for the team meeting;
5. Facilitate the discussion and problem-solving activities of the team;
6. Ensure that the team's recommended intervention plan is implemented;
7. Ensure that follow-up occurs.

C. Conferences

The time of day for the team conferences will vary in accordance with the scheduling pattern of the different school systems. The following are some times that should be considered: (1) before school begins; (2) after students are dismissed; (3) scheduled break times; (4) time when students are in non-academic classes; (5) other times when volunteers can substitute for teachers.

The frequency of conferences will also vary from school to school, depending on school enrollment and needs. Regardless of the schedule for meetings, the team should discuss only those students whom teachers have decided ahead of time to discuss. The team meets only if there are students to discuss, either as initial referrals or as follow-up cases.

D. Support Team Goals

If the school faculty commits itself to cooperative problem solving, the following goals should be successfully achieved:

1. Provide a more efficient and effective means of assisting classroom teachers and students;
2. Provide both moral and peer support to teachers;
3. Bolster staff morale;
4. Provide a vehicle for the faculty to share their knowledge, skills, and ideas in dealing with a variety of learning and behavior problems;
5. Provide a learning experience for teachers to be better able to cope with arising problems;
6. Reduce the number of inappropriate referrals;
7. Utilize special education personnel more effectively.

II. FORMAL REFERRAL

A formal referral is made when the student's needs warrant a comprehensive evaluation by a multidisciplinary team and special education services need to be considered.

A. Who Can Refer

The school support team should determine if a formal referral is necessary when the regular school program cannot meet the student's needs. If a school support team is not functioning in a school, the principal or his/her designee should be responsible for making a formal referral.

When the support team is deciding whether to refer for a comprehensive situation, the following characteristics commonly considered representative of a student with mental retardation should be kept in mind.

<u>Characteristics of Students Who May Have Mental Retardation</u>

1. Poor academic achievement;

2. Consistent in low academic performance across all subject areas;

3. Attention problems:
   - inability to concentrate for even short periods of time;
   - distractibility;
   - attention to irrelevant details;

4. Organization problems:
   - Poor organization of information:
     - difficulty selecting main idea;
     - categorizing objects or ideas;
     - organizing stories;
     - outlining;
     - sorting relevant from irrelevant information;
   - Poor organization of time:
     - difficulty planning ahead;
     - anticipating events;
     - sequencing days, months, seasons, events;
     - completing appropriately chosen tasks within a reasonable time period;
   - Poor organization of space:
     - problems managing materials on desk or table;
     - difficulty spacing written letters or words on page;
     - inability to judge distance;

5. Difficulty in understanding spoken or written language, in situations such as:
   - following directions;
   - understanding requests or questions;
   - attending to conversations;
   - following stories;
   - responding to language, e.g., by repeating rather than answering;
   - responding to gestures instead of language;

6. Difficulty using language, in such areas as:
   - remembering words or names;
   - sequencing sounds or syllables in words;
   - sequencing words in sentences;
   - sequencing sentences in paragraphs or stories;
   - forming complete sentences;
   - confusing verb tenses;
   - retelling stories or past events;
   - relying on gestures instead of language.

B. Procedures

1. The parents should be notified of the source and nature of the referral for their child, and written parental consent must be obtained to do further evaluation. Parents must receive a copy of their rights at this time.

2. All previous information on the referred student should be gathered and given to the person who will be conducting the formal assessment. If a Regional Education Service Center is to do the evaluation, SDE Form No. 1 (from the Policies and Procedures Manual for Special Education in Oklahoma) is required.

3. A comprehensive evaluation is conducted for the suspected handicapping condition.

SUPPORT TEAM INTERVENTION PLAN

Date:_____

Responsibilities	Strategies
Gather existing information about the student.	This information must include: .group achievement test results .classroom grades .number of times retained/special promotions .number of absences .remediation efforts .observational data .checklists and interviews .screening information to rule out vision, hearing, and/or medical problems This information may include: .group intelligence test results or individual achievement test results
Identify and clarify the problem.	This may require parental involvement. .review existing information on student .state problem in behavioral terms
Develop a plan of intervention.	Examples of intervention strategies: .the use of an aide, volunteer, or peer tutor .modification of classroom material .assignment to a different instructional group .a behavior modification program .preferential seating .remedial or compensatory program

SUPPORT TEAM PLAN

_____

_____

_____

_____

_____

_____

PERSONNEL INVOLVED:_____

_____

_____

IDENTIFICATION PROCESS

Chart - Academic Achievement/IQ

Identification Procedures

Identification Discrimination

Educable Mentally Handicapped

Trainable Mentally Handicapped

Adaptive Behavior

Exit (Removal) Criteria

POTENTIAL ACADEMIC ACHIEVEMENT BY GRADE LEVEL

OF CHILDREN

WITH VARIOUS INTELLIGENCE QUOTIENT LEVELS

Chrono-logical Age	SLOW LEARNING RANGE - IQ				SLOW NORMAL RANGE - IQ			AVERAGE OR ABOVE - IQ	
	50	60	70	75	80	85	90	100	110
6	Pre-K	Pre-K	K	K	K	K	K	K&1	1
7	Pre-K	K	K	K	K	K	K&1	1&2	2
8	K	K	K	K-1	K&1	1	1&2	2&3	3
9	K	K	K&1	1	1&2	2	2&3	3&4	4
10	K	K&1	1&2	2	2&3	3	3&4	4&5	5
11	K	1	2	2&3	3	3&4	4	5&6	6&7
12	K&1	1&2	2&3	3&4	4	4&5	5	6&7	7&8
13	1	2	3&4	4	4&5	5&6	6	7&8	8&9
14	1&2	2&3	4	5	5&6	6	7	8&9	9&10
15	2	3&4	5	5&6	6&7	7	8	9&10	10&11
16	2&3	4	5&6	6&7	7	8	9	10	12
17-18	3	4+	6	7	7+	8+	9+	10+	12+

The above is based on:

IQ x C.A. ÷ 100 = M.A. - 5 = Expected Grade Achievement

IDENTIFICATION PROCEDURES

From the Federal Register, August 23, 1977 - Education of Handicapped Children Act, P.L. 94-142:

121a.532 Evaluation Procedures

State and local educational agencies shall insure, at a minimum, that:

(a) Tests and other evaluation materials:

(1) Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so;

(2) Have been validated for the specific purpose for which they are used; and

(3) Are administered by trained personnel in conformance with the instructions provided by their producer;

(b) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;

(c) Tests are selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where those skills are the factors which the test purports to measure);

(d) No single procedure is used as the sole criterion for determining an appropriate educational program for a child; and

(e) The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability.

(f) The child is assessed in all areas related to the sus-

pected disability, including where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

(20 U.S.C. 1412(5) (C).)

Note: *Comment is explanation of congressional intent.

*Comment: *Children who have a speech impairment as their primary handicap may not need a complete battery of assessments, e.g., psychological, physical, or adaptive behavior. However, a qualified speech-language pathologist would (1) evaluate each speech impaired child using procedures that are appropriate for the diagnosis and appraisal of speech and language disorders, and (2) where necessary, make referrals for additional assessments needed to make an appropriate placement decision.*

IDENTIFICATION DISCRIMINATION

Environmental/cultural and/or economic factors influence a child's constitutional make-up in the realm of thinking, acting and speaking. Such circumstances might include irregular school attendance; frequent moving from one home to another; different cultural values and priorities regarding education; poor educational environment in previous school settings; significant family events such as death, divorce, or disorganization; and the effect of language and dialect on school achievement.

Considering the above statement, every precaution should be taken to be sure these children as well as members of a racial minority group (which may include a language/communication problem) are not identified as Mentally Retarded when in fact they are not.

It is an accepted fact that the proportion of culturally different children placed in special education is excessively high. This disparity is revealed most significantly in programs for the Mentally Retarded. It is plausible that this disproportionate ratio is the result of social inequities, cultural stereotyping, poor placement procedures, inappropriate diagnostic procedures, and a lack of cultural awareness on the part of professionals who are working with children.

Sallisaw Public Schools had an EHA-B Discretionary Grant (Project No. D-233) for the school year 1979-80. The following is a quote from the report of this project by Elizabeth Mitchell.

> "My conclusions are that performance-oriented tests are the best indicator of potential intelligence for children from culturally divergent backgrounds, more particularly the Indian child. I do not believe it serves any valuable purpose to give these children verbally loaded intelligence scales and tests. It seems to me to be far more valuable to spend that time with diagnostic instruments which will pinpoint areas where remediation may be helpful to the child's successful improved performance in his school setting. If I were to pick a test battery it would be as follows:
>
> Intelligence: WISC-R Performance Scale Only
> Goodenough Harris Drawing Test
>
> Academic : The Brigance
>
> Auditory : Woodcock Test of Auditory Discrimination
>
> Visual : Bender Motor Gestalt Test "

IDENTIFICATION OF THE EDUCABLE MENTALLY HANDICAPPED

Although Oklahoma (as most states) uses exact IQ numbers to determine eligibility for the Mentally Retarded, a single general intelligence quotient is not sufficient for placement in a special program. No single procedure is used as the sole criterion for determining an appropriate educational program for a child and the child is assessed in all areas related to the suspected disability, including where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, motor abilities and adaptive behavior.

The Educable Mentally Handicapped child is considered in the mildly handicapped category and capable of being evaluated for academic achievement. Physical problems, such as vision/hearing problems, motor development, etc., should not occur within the EMH category more frequently than other handicapping categories. The EMH student certainly may have other problems than mental retardation but this would be on an individual basis and not as a general rule for the EMH population.

Any student who can be identified as having a mental impairment according to current Oklahoma guidelines for special services is not eligible for a learning disabilities program. One useful reference point for examining this area of the exclusionary clause is that the retarded student's performance is more closely in line with his or her assessed ability, while the learning disabled student's is not. As a result, the real discrepancy for the retarded youngster is between his ability level and that of his more normal peers.

Evaluation Instruments for EMH Students

The purpose of evaluation is to integrate background and individual performance information into a comprehensive picture of how a particular student functions in an academic setting. Evaluation for intelligence is done every three years but academic achievement needs to be tested every year. (For example: a two or three-year-old reading test has very little value for current academic planning.)

These are suggested tests. Those marked with an asterisk (*) must be administered by a psychometrist or psychologist.

1. Intelligence

   . Stanford-Binet Intelligence Test*

   . Wechsler Intelligence Scales*

   WPPSI : Wechsler Pre-School & Primary Scale of Intelligence
   Age: 4-6
   WISC-R : Wechsler Intelligence Scale for Children - Revised
   Age: 6-16
   WAIS : Wechsler Adult Intelligence Scale
   Age: 16 and above

   . Leiter International Scale of Intelligence*

   . Hiskey-Nebraska Test of Learning*

   Aptitude

   . Kaufman Assessment Battery for Children*

   KABC Age: 2-12

2. Academic Achievement

   (a) Reading:

   .Durrell Analysis of Reading Difficulty
   .Woodcock-Johnson Achievement
   .Brigance Diagnostic Inventory of Basic Skills

   (b) Math:

   .Key Math
   .Woodcock-Johnson Achievement
   .WRAT Math (along with one of the others above)
   .Piat
   .Brigance Inventory of Basic Skills

IDENTIFICATION OF THE TRAINABLE MENTALLY HANDICAPPED

The word "trainable" implies this group of children can be trained rather than educated. This is true of the majority of Trainable children although a few may learn basic simple reading and arithmetic.

Eligibility - Federal Regulations (Tuesday, August 23, 1977, 121a.533) state placement decisions "shall draw upon information from a variety of sources."

1. Intelligence Quotient (IQ 30-50 for TMH) This is important. However, there may be a few students that IQ testing is not possible and other resources must be used such as developmental scales.

2. Academic Achievement For the upper level and older children, there may be some value in knowing academic achievement. However, developmental levels and mental age may be more helpful for program planning purposes.

3. Adaptive Behavior The purpose of this is to learn how the child is responding to his/her environment. What responsibilities can the child accept? How independent is he/she?

4. Medical Records Certainly not all, but many TMH children have medical problems that affect learning so this information should be a part of the confidential records. An example of this would be medication for seizures.

5. Speech Evaluation Delayed language development is often typical of TMH children so there should be evaluation done by a speech therapist for this as well as articulation.

Because of lack of programs or more appropriate programs, some multi-handicapped children are being placed in Trainable classes. Unless severe mental retardation is a facet of the multi-handicapping condition, no child should be labeled Mentally Retarded if they are not.

Note: Down's Syndrome children are not always TMH. Looks can be misleading so careful evaluation is necessary.

Intelligence Tests for TMH Students

WECHSLER SCALES (WPPSI) (WISC-R) (WAIS-R), Psychological Corporation, 4640 Harry Hines Blvd., Dallas, Texas 75235
Age Level: 4 to adult
Administration Time: Varies
This test yields an IQ score and yields both a verbal and performance IQ score.

STANFORD-BINET, Riverside Publishing Company, 8420 Bryn Mowr Ave., Chicago, Illinois 60631
Age Level: 2 to adult
Administration Time: Varies
This test yields an IQ score and is primarily a verbal test.

LEITER INTERNATIONAL PERFORMANCE SCALE, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025
Age Level: 2 thru adult
Administration Time: 30 min. to 1 hr.
Outstanding nonverbal intelligence test for ages 2 through adult. Widely used with speech and auditory handicapped, illiterates, foreign born, educationally and culturally deprived because it is administered without language. Test consists of series of subtests requiring matching, ranging from simple pairing of like colors and objects, to more complex relationships of designs and analogies. Timed items are negligible making it a power rather than a speed test.

COLUMBIA MENTAL MATURITY SCALE, Psychological Corporation, 4640 Harry Hines Blvd., Dallas, Texas 75235
Age Level: 3½ thru 9 years
Administration Time: 15 to 30 min.
Designed to measure the intelligence of handicapped children (cerebral palsy, mentally retarded, visual loss, speech impaired, or hearing loss). May also be used for normal children who are non-English speaking.

CATTELL INFANT INTELLIGENCE SCALE, Psychological Corporation, 4640 Harry Hines Blvd., Dallas, Texas 75235
Age Level: 3 months to 30 months
Administration Time: 20 to 30 min.
Measures intelligence in children from age two months to two years, six months (2 - 2-6). Score obtained is child's mental age. Untimed, administered by diagnostician trained in child psychology, mental testing of children and nursery school training.

Educational Tests for TMH Students

WIDE RANGE ACHIEVEMENT TEST, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025
Age Level: 5 to adult
Administration Time: 20 to 30 min.
One of the most widely used achievement tests. Measures achievement in basic educational skills of reading, spelling, and arithmetic. Valuable instrument to assist in determining degree of literacy and arithmetic proficiency for mentally retarded or educationally handicapped.

THE DEVELOPMENTAL TEST OF VISUAL MOTOR INTEGRATION (VMI), Modern Curriculum Press, 13900 Prospect Road, Cleveland, Ohio 44136
Age Level: 2 thru 15 years
Administration Time: 10 min.
The test consists of twenty-four geometric forms organized in the approximate order in which a child may be expected to master them with adequate experience and maturation.

BENDER VISUAL MOTOR GESTALT, Psychological Corporation, 4640 Harry Hines Blvd., Dallas, Texas 75235
Age Level: 4 to adult
Administration Time: Varies
A diagnostic and experimental technique of interest to clinicians and research workers, this test shows the maturation level of visual motor perceptions, which is associated with language ability and with various functions of intelligence such as visual perception, motor coordination, memory, temporal and spatial concepts, and organization or representation.

PEABODY PICTURE VOCABULARY TEST - Revised, American Guidance Services, Publishers Bldg., Circle Pines, Minn. 55014
Age Level: 2½ to adult
Administration Time: 15 to 30 min.
The PPVT-R measures an individual's receptive (hearing) vocabulary for Standard American English and provides, at the same time, a quick estimate of verbal ability or scholastic aptitude. The PPVT-R is now even more valuable for use with children and adults as an instrument to screen for mental retardation and to complement other ability and achievement tests as part of a comprehensive battery.

EXPRESSIVE ONE-WORD PICTURE VOCABULARY TEST, Publishers Test Service, 2500 Garden Road, Monterey, California 93940-5380
Age Level: 2 thru 15 years
Administration Time: 10 to 15 min.
The Expressive One-Word Picture Vocabulary Test is designed to assist in obtaining a quick and valid estimate of a child's expressive verbal

ability.

PRESCHOOL LANGUAGE SCALE, Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216
Age Level: 1 to 7 years
Administration Time: 20 min.
Receptive and expressive language skills are measured separately in the revised Preschool Language Scale to enable you to make a more accurate diagnosis. The auditory comprehension and verbal language tasks are classified according to the age level at which most children can complete the task successfully.

BRIGANCE INVENTORY OF BASIC SKILLS, Curriculum Associates, 5 Esquire Road, North Billerica, MA 01862-2589
Age Level: Grade K-6
A system of comprehensive, diagnostic, and evaluation procedures that includes assessment items and diagnostic and IEP objectives for over 143 basic skills.

MEMPHIS TEST, Fearon Publishers, 6 Davis Drive, Belmont, California 94002
Age Level: 0 to 5 years
Administration Time: 45 to 60 min.
To determine personal-social age, gross motor age, fine motor age, language age, perceptive cognitive age.

LEARNING ACCOMPLISHMENT PROFILE, Kaplan Press, 600 Jonestown Road, Winston-Salem, North Carolina 27103
Age Level: up to 72 mo.
Assessment and prescriptive teaching tool.

Developmental Tests for TMH Students

GESELL DEVELOPMENTAL SCREENING TESTS, Programs for Education, Inc., Dept. W 83, 82 Park Ave., Flemington, New Jersey 08822
Age Level: 2½ to 9 years
Administration Time: Varies
The three Gesell tests measure developmental levels of motor, adaptive, language and personal-social behaviors.

BRIGANCE INVENTORY OF EARLY DEVELOPMENT, Curriculum Associates, 5 Esquire Road, North Billerica, MA 01862-2589
Age Level: Birth thru 7 years
Administration Time: 30 min.
This Inventory of Early Development is a thorough diagnostic and evaluation system - comprehensive enough to serve as an instructional management system for individuals functioning at developmental age 0 to 7 yrs.

CALLIER-AZUSA SCALE, Callier Center for Communication Disorders, 1966 Inwood Road, Dallas, Texas 75235
Age Level: Early childhood
Administration Time: Varies
The Callier-Azusa Scale is a scale of normal development designed specifically to aid in the assessment of deaf-blind and multiply-handicapped children. Its three primary uses are: 1) to assess the developmental level of children for whom other methods of assessment are inadequate because they require of the child language abilities, cooperation, or intact sensory modalities; or because the tests lack comprehensiveness at lower levels; 2) to measure progress over time; and 3) to provide guidance for planning developmentally appropriate programs for individual children.

BAYLEY SCALES OF INFANT DEVELOPMENT, Psychological Corporation, 4640 Harry Hines Blvd., Dallas, Texas 75235
Age Level: 0 to 30 months
Administration Time: 45 min.
Composed of mental scale (sensory-perceptual acuities, discriminations) and motor scale (control of the body - degree - coordination of the large muscles, and finer manipulatory skills of the hands and fingers).

DENVER DEVELOPMENTAL SCREENING TEST, LADOCA Foundation, Inc., East 51st Street and Lincoln Street, Denver, Colorado 22091
Age Level: 1 month to 6 years
Administration Time : 10 to 20 min.
The DDST is a standardized tool used to detect children with significant motor, social and/or language delays. The DDST uses a series of developmental tasks and milestones to ascertain whether a child's progress is within normal range.

DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY (DASI), Teaching Resources, 100 Boylston Street, Boston, Mass. 02116
Age Level: 6 to 60 months
Administration Time: Varies
The developmental skills assessed by DASI include fine-motor manipulation, cause-effect relationships, associations, number concepts, size discriminations, and sequencing. The manual suggests simple instructional programs that may be used before a more comprehensive remedial program is developed.

Adaptive Scales for TMH Students

VINELAND ADAPTIVE BEHAVIOR SCALES, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025
Age Level: Birth thru 18
Administration Time: Varies
The Vineland Adaptive Behavior Scales are applicable whenever there is a need to assess an individual's performance of the daily activities required for personal and social sufficiency. Its comprehensive content and careful development and standardization make it especially appropriate for the evaluation and diagnosis of the mentally retarded.

THE TARC ASSESSMENT SYSTEM, H & H Enterprises, Inc., P.O. Box 3342, Lawrence, Kansas 66044
Age Level: 3 thru 16 years
Administration Time: 15 to 30 min.
The TARC Assessment Inventory for Severely Handicapped Children (TARC) provides an efficient screening in self-help (for example, washing, eating, dressing); fine and gross motor skills; and pre-academic skill development, including specific classroom related and communication skills.

AAMD ADAPTIVE BEHAVIOR SCALE (School Edition), Publishers Test Service, 2500 Garden Road, Del Monte Research Park, Monterey, California 93940
Age Level: 3 to 16 years
Administration Time: Varies
A new school edition of the American Association on Mental Deficiency's Adpative Behavior Scale (ABS-SE) is now available. The new edition, like the previous school edition, can be used to assess children whose adaptive behavior indicates possible mental retardation, emotional disturbance, or other learning handicaps.

TMR SCHOOL COMPETENCY SCALES, Stoelting Company, 1350 S. Kostner Ave., Chicago, Illinois 60623
Age Level: 5 to 17 years
Administration Time: 15 to 45 min.
Designed for use in the school setting, these new rating scales for the Trainable Mentally Retarded yield scores in five skill areas and provide norms for five age levels. Covers: Perceptual-Motor; Initiative-Responsibility; Cognition; Personal-Social; Language.

CAIN-LEVINE SOCIAL COMPETENCY SCALE, Stoelting Company, 1350 S. Kostner Ave., Chicago, Illinois 60623
Age Level: 5 to 13 years
Administration Time: 10 to 45 min.
A 44-item behavioral rating scale to estimate the social competence of TMH children. Yields a total score plus 4 subscale scores: Self-Help, Initiative, Social Skills, and Communication.

ADAPTIVE BEHAVIOR

From the Federal Register, Tuesday, August 23, 1977, Education of Handicapped Children Act:

121a.533 Placement Procedures

(a) In interpreting evaluation data and in making placement decisions, each public agency shall:
(1) Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical conditions, social or cultural background and adaptive behavior;
(2) Insure that information obtained from all these sources is documented and carefully considered;

It should be noted that nowhere in the regulations quoted above is an adaptive behavior scale or checklist required. Adaptive behavior is one of many facets to be considered in placement and program planning for a mentally handicapped child. Paragraph (2) states that whatever is done -- use of a scale, teacher and/or parent interviews, observation, etc. -- must be documented.

Basically, adaptive behavior information should reflect how the MR child reacts and survives within his/her total environment. For example: independent functioning is one item that should always be considered. Many Educable Mentally Handicapped (especially those with mild retardation) have no more adjustment problems than the normal child; while very often the Trainable Mentally Handicapped child cannot function in his/her world without help.

It has never been the policy of the Oklahoma State Department of Education, Special Education Section, to recommend specific adaptive behavior scales or checklists. This decision is the school's, based on what information is needed for the child's appropriate education and the type of environment of the community (such as rural or urban).

Any adaptive behavior rating is for the educational process and should not be judgemental of the parent and/or child. Some scales or checklists contain three parts: community, home and school. If this type is used caution should be used to assure (1) any community questioning does not break confidentiality, (2) on the "home" part, questions do not put the parents on the defensive to the extent they will not admit problems that reflect on their parenting, and (3) school observations are strictly objective and not personal.

Some ratings being used are produced commercially such as: Adaptive

Behavior Scales, American Association on Mental Deficiency (long and detailed); Burks Behavior Rating Scales, Arden Press; Vineland Social Maturity Scales, American Guidance Service (often used with severe/profound handicapped); and many others. Your Regional Education Service Center may have samples of these.

Whatever method is used to determine adaptive behavior, it should be relevant and be a contributing factor in placement and programming. One way of assuring this is to make it a part of the team meeting when category is determined and the Individualized Education Program is developed.

The following is a composite of several adaptive behavior checklists and is presented as an example to be used in total or part to fit the need of MR children in a given school district. This is NOT intended as an official document from the Special Education Section.

ADAPTIVE BEHAVIOR CHECKLIST

Name _____ Birthdate _____ Phone _____

Parents _____ Address _____

School _____ Date _____

Knows:

Full Name? ___ Parents' Name? ___ Address? ___

Telephone? ___ Birthdate? ___ Age? ___

	Always	Usually	Never	Not Applicable
Personal				
1. Dresses self completely				
2. Feeds self efficiently				
3. Cares for toileting needs				
4. Good independent grooming				
5. Social maturity				
6. Good use of leisure time				
Relationship with Others				
1. Cooperative				
2. Understands and respects authority				
3. Accepts sharing				
4. Avoids agressive behavior				
5. Peer acceptance				
Work Habits				
1. Completes work on time				
2. Work carefully done				
3. Works independently				
4. Good school attendance				
Skills				
1. Communication				
a. Good listener				
b. Speech at age level				
c. Good verbal expressions				
2. Follows directions				
3. Knows and follows school rules				
4. Efficiently runs errands				
5. Good sense of directions				
6. Concept of time				
a. Tells time by clock				
b. Day - Week - Month				
7. Correctly uses telephone				
8. Competent money handling				
9. Independent purchasing				

Is the child on any medication that affects behavior? _____

Has the child had any work experience? _____

_____

_____

BEST COPY AVAILABLE

EXIT (REMOVAL) CRITERIA

It is recommended that exit criteria be used in determining if a student is eligible for removal from a program for the Mentally Retarded. The most important requisite for removal from the program is that the student must be able to succeed in a regular program without support from the special teacher. Some MR students are able to perform adequately in a regular classroom if minor adjustments are made by the regular classroom teacher. It is strongly recommended that the student being considered for removal from the MR program be gradually placed in the regular classroom for longer periods of time. The special teacher should carefully monitor the student's progress as the time in the MR class is reduced.

No one person determines a child's placement in any special education program. Therefore, no one person can determine that a child no longer needs special services and may be removed from a special education program.

A handicapped child cannot be removed from a special program until the proper steps are followed:

1. Re-evaluation may be a complete battery of tests or some documentation that the child's status has changed.

2. The Categorical Eligibility and/or IEP Team (consisting of the school administrator or representative, parent, regular teacher and special teacher) must meet and make the final decision on placement. Use Categorical Eligibility Statement, SDE Form No. 5, in the Policies and Procedures Manual for Special Education in Oklahoma. All team members will sign this form removing the child from the MR program by marking "Is Not Eligible". The part of this form giving recommendations for service in the regular classroom will be completed if needed.

PROGRAM DEVELOPMENT

Federal Regulations

Basic Components for Instructional Programs

Educable Mentally Handicapped Curriculum
(Including CVET and H.S. Work/Study)

Trainable Mentally Handicapped Curriculum

Individualized Education Program (IEP)
(Educable Mentally Handicapped)

Individualized Education Program (IEP)
(Trainable Mentally Handicapped)

Instructional Materials

PROGRAM DEVELOPMENT

The following is from the Federal Register, Tuesday, August 23, 1977, Education of Handicapped Children Act, P.L. 94-142.

Note: *Comments are explanations of congressional intent.

121a.304 Full Educational Opportunity Goal

(a) Each State educational agency shall insure that each public agency establishes and implements a goal of providing full educational opportunity to all handicapped children in the area served by the public agency.

(b) Subject to the priority requirements under Section 121a.320 - 121a.324, a State or local educational agency may use Part B funds to provide facilities, personnel, and services necessary to meet the full educational opportunity goal.

*Comment: *In meeting the full educational opportunity goal, the Congress also encouraged local educational agencies to include artistic and cultural activities in programs supported under this part, subject to the priority requirements under Section 121a.320 - 121a.324. This point is addressed in the following statements from the Senate Report on P.L. 94-142:*

The use of the arts as a teaching tool for the handicapped has long been recognized as a viable, effective way not only of teaching special skills, but also of reaching youngsters who had otherwise been unteachable. The Committee envisions that programs under this Bill could well include an arts component and, indeed, urges that local education agencies include the arts in programs for the handicapped funded under this Act. Such a program could cover both appreciation of the arts by the handicapped youngsters, and the utilization of the arts as a teaching tool per se.

Museum settings have often been another effective tool in the teaching of handicapped children. For example, the Brooklyn Museum has been a leader in developing exhibits utilizing the heightened tactile sensory skill of the blind. Therefore, in light of the national policy concerning the use of museums in Federally-supported education programs ennunciated in the Education Amendments of 1974, the Committee also urges local educational agencies to include museums in programs for the

handicapped funded under this Act.

121a.305 Program Options

Each public agency shall take steps to insure that its handicapped children have available to them the variety of educational programs and services available to non-handicapped children in the area served by the agency, including art, music, industrial arts, consumer and homemaking education, and vocational education.

Comment: The above list of program options is not exhaustive, and could include any program or activity in which non-handicapped students participate. Moreover, vocational education programs must be specially designed if necessary to enable a handicapped student to benefit fully from those programs; and the set-aside funds under the Vocational Education Act of 1963, as amended by P.L. 94-142, may be used for this purpose. Part B funds may also be used, subject to the priority requirements under Sections 121a.320 - 121a.324.

121a.306 Non-academic Services

(a) Each public agency shall take steps to provide non-academic and extracurricular services and activities in such manner as is necessary to afford handicapped children an equal opportunity for participation in those services and activities.

(b) Non-academic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies which provide assistance to handicapped persons, and employment of students, including both employment by the public agency and assistance in making outside employment available.

121a.307 Physical Education

(a) General. Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.

(b) Regular Physical Education. Each handicapped child must be afforded the opportunity to participate in the regular

physical education program available to non-handicapped children unless:

(1) The child is enrolled full time in a separate facility; or

(2) The child needs specially designed physical education, as prescribed in the child's Individualized Education Program.

(c) Special Physical Education. If specially designed physical education is prescribed in a child's Individualized Education Program, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs.

(d) Education in Separate Facilities. The public agency responsible for the education of a handicapped child who is enrolled in a separate facility shall insure that the child receives appropriate physical education services in compliance with paragraphs (a) and (c) of this section.

**Comment: The Report of the House of Representatives on P.L. 94-142 includes the following statement regarding physical education:*

Special education as set forth in the Committee bill includes instruction in physical education, which is provided as a matter of course to all non-handicapped children enrolled in public elementary and secondary schools. The Committee is concerned that although these services are available to and required of all children in our school system, they are often viewed as a luxury for handicapped children.

The Committee expects the Commissioner of Education to take whatever action is necessary to assure that physical education services are available to all handicapped children, and has specifically included physical education within the definition of special education to make clear that the Committee expects such services, specially designed where necessary, to be provided as an integral part of the educational program of every handicapped child.

NOTE: In Oklahoma, according to H.B. 1816, physical education programs for non-handicapped students (grades K-12) are not mandated but may be provided by the decision of the local school district. If a school does provide a P.E. program, the handicapped students should have an opportunity to be a part of that program. It is better to "mainstream" the MR students with their peers in P.E. rather than having a

P.E. program for a whole special education class (even if it is taught by the P.E. instructor).

CURRICULUM

Special education students learn most effectively when they become actively engaged in the learning situations with concrete, manipulative materials. The Mentally Retarded are limited in abstract reasoning power and are unlikely to transfer knowledge in one situation to a different situation. Students will be expected to develop on a continuum, as do regular students but at a much slower rate of progress. All instruction will be based on the daily needs and each learning situation should emphasize the practical aspects as used in everyday life.

For many of these students, changes in behavior are necessary to facilitate effective learning. Acceptable "social" behavior is important for all but it is necessary for those children who are different. Surveys have proved that the "well behaved" Mentally Retarded student is more readily accepted in regular classes than a child with more ability who has not learned to react well with the peer group.

All children can learn. How much will depend on each individual child's ability. Don't sell the Mentally Retarded student short!!!

FIFTEEN BASIC COMPONENTS FOR AN EFFECTIVE INSTRUCTIONAL PROGRAM FOR THE MENTALLY RETARDED

(Ronald E. Childs, Department of Special Education, Valdosta State College, Valdosta, Georgia)

1. ASSESSMENT

The classroom teacher should be able to determine the instructional levels of his children in all areas of instruction. He should know exactly where to begin his instruction, never above the actual level of understanding of the child, and should never waste time teaching a child a concept that he already fully understands.

2. PROGRAMMED INSTRUCTION

After the teacher has determined the instructional level of the child, he must then present to the child subsequent appropriate instruction. Finding a child's instructional level is just the beginning. The teacher must then program instruction for the child.

3. REPETITION

In instruction of retarded children, one of the basic components of the program must be repetition. To present something to this child and assume that he will absorb the material and retain it is fallacious. Because of the child's limited intellectual capabilities in the areas of retention and absorption, material must be presented repetitiously as to suit the individual child.

4. REINFORCEMENT

Every retarded child needs to be reinforced in his overall learning behavior. Because of their limited abilities, reinforcement gives the children confidence and motivation in developing good solid learning behavior. Reinforcement breaks down failure patterns that have been developed in many retarded children.

5. INSTRUCTIONAL MEDIA

Intra-individual differences in retarded children can often be seen in the response given to different media approaches in the classroom. It is the responsibility of the classroom teacher to determine which approach works best with each child. One child might relate better to visual presentations, while others can only communicate with tactile materials.

6. STRUCTURE

Mentally Retarded children work better and relate more effectively to classroom instruction when the instructional program is structured. This basically means that the program is organized and planned very efficiently. Activities, lessons, and presentations are planned for the child, and within this planned framework the child grows and learns. He is not allowed to wander aimlessly around in class with nothing to do. Every minute of the day is planned and organized. The child always has a location in the class and is always involved in an activity that has been planned by the teacher. Remember, also, creative and expressive activities can always be built into this structure, but always under the supervision of the classroom teacher.

7. SUCCESS

Because of their limited abilities in many areas of functioning, retarded children meet failure in many activities, simply because they do not have the ability to do what other normal children can do. This should never happen in a class for the Mentally Retarded. He should never be asked to do anything he cannot accomplish, and the emphasis should be on success in the classroom, never failure. Teachers will also find that when a child begins to experience success for the first time, many things start to change in his overall behavioral attitude. Success breeds confidence, and confidence is the base of all competence.

8. DISCIPLINE

Retarded children must be disciplined. They have primary characteristics which will inhibit their learning in the classroom, and if they are allowed to play and cut up in the classroom, this will further promulgate inefficiency in learning. Children who pay attention and listen in class learn much more than those that do not. It is the responsibility of the classroom teacher to teach children how to behave and act appropriately in the classroom. A child must develop management of attention, he must be able to attend to significant cues that are manifested in the learning process. Retarded children have so many things against them already, and no classroom teacher should further damage this child's chances in life by allowing him to develop behavior patterns that will be inconsistent with the real world outside of the special education classroom.

9. CONCRETENESS

The retarded child must develop skills and assets in his educational program that will be understood and applicable to the everyday world. This is best done through concrete objects and

situations which are tangible in the sense that the child can more easily assimilate and comprehend them than abstract, ethereal material. A retarded child learns more easily when he can feel the subject, touch the idea, see the application, and manipulate the material with his hands, then with his mental associations. Before a retarded child is asked to conceptualize, he should first be allowed to feel, see, touch, grasp, play with, and relate to the material.

10. PRACTICAL VALUE

The classroom teacher must decide for the retarded child what is really important for the child. Because of limited ability to absorb material, the retarded child should therefore only be exposed to material that has practical value in the everyday world. The retarded child is limited in the amount of material that he can learn, therefore the teacher must discriminate in material presented to the child. All unnecessary and irrelevant material should be dropped from the curriculum. If the child cannot use the material in his everyday life functions, then the material is inappropriate. This is why curriculum for the retarded child must be different from that of the intellectually normal child.

11. RATE

The rate of presentation of material to the retarded child should also be appropriate. The retarded child cannot learn as fast as the normal child, therefore these children will have to be moved along at a slower rate. However, to allow a retarded child to progress at a rate not commensurate with his ability is perhaps the greatest of all sins in instructional programming. If a child can master a certain skill, do not keep him on that level longer than is appropriate for his individual need, move him along. Develop each child to the maximum of his ability.

12. SEQUENCE

Every classroom teacher should be aware of the sequence involved in learning for children. If you know that a child is on a certain skill level, do you know what comes next in the proper learning sequence? Children develop mathematical skills, language skills, motor skills, and every other skill in a definite sequence, and if a teacher does not know the sequence and its proper order of presentation, what is to keep a teacher from leaving out certain blocks of skills necessary on a higher level of skill development? Teachers must realize that certain skills come before others, and certain skills follow other skills. With retarded children, it is a vital necessity that no skill be left out of the sequence of natural skill development. One teacher pointed out

that to teach a retarded child to brush his teeth is dependent upon prior skill developments such as the grasp technique necessary to hold the toothbrush and squeeze the toothpaste tube. Simple, but so important.

13. DETAIL

In presenting material to retarded children, it is necessary that exacting attention be given to every detail in the presentation. A teacher can never assume that a retarded child can just incidentally pick up the information; every detail should be explicitly presented and defined. Never assume the child knows anything, always check and find out. Do that and you can never go wrong.

14. LEGALITY

A classroom teacher should always be sure that his program is within the law and follows the regulations and procedures outlined for the program. Children have certain rights, parents have certain rights, and to circumvent the law is to deny these children their natural civil rights. This will also put a school system in a very precarious legal situation if a parent decides to bring suit against the system. Many teachers are unaware of the law and how it relates to retarded children, but it would pay them to become aware. The Policies and Procedures Manual for Special Education in Oklahoma covers State and Federal regulations (available in the local school or from the Oklahoma State Department of Education, Special Education Section).

To place a child in an MR classroom is considered a very serious matter, and this is why the law gives the child so much protection of his rights. These laws make sure that children in special education classes really belong there, ruling out children who are the pseudo-retarded, or just a discipline problem. Special education classes are for children who really need special curriculum and instruction; they are not a dumping ground for the school's problem children. To violate this is to violate the law.

15. EVALUATION

A good program of instruction for the retarded should have certain criteria set up for evaluating the efficacy of the instruction that the children are receiving. How do you know that the children in the special education classes are really learning something? How do you know that they are improving in language skills, mathematical skills, motor skills, social skills? If a program does not have a pre and post test evaluation system, how can a program justify instructional procedures and expenditure of funds that are provided by the taxpayers? Some people call this accountability

to the public, but it could also be termed accountability to retarded children, who deserve the best that the educational system has to offer, and only through organized evaluation criteria can the efficacy of instruction be determined.

CURRICULUM

EDUCABLE MENTALLY HANDICAPPED

CURRICULUM FOR THE EDUCABLE MENTALLY HANDICAPPED

This child is more like the "normal" child than different. Therefore, the curriculum should follow the program for the regular student. If your school has a curriculum guide for K through 12, it could be used for a base. The success of using the regular curriculum depends on the special teacher's ability to adjust on time and practicality. Basic reading and math must be stressed at all levels but subject matter must not be neglected. The EMH students have a right to receive the same education as all students but the curriculum needs to be adjusted to meet their needs. Remember that the ultimate goal is to graduate a person who can function as a productive citizen.

Suggested Curriculum Guide for the EMH Student

I. Primary

A. Readiness

1. Gross and Fine Motor Skills

2. Social Awareness

3. Perceptual Skills: Visual
   Tactile
   Auditory

4. Cognitive Skills: Matching
   Classifying
   Sequencing
   Comparing
   Associating
   Identifying
   Memory

5. Reading Awareness: Alphabet Skills
   Sight Vocabulary
   Interest in Books
   Phonetic Analysis

6. Math Awareness: Larger/smaller, More/less, Longer/shorter
   Count by rote from 1 to 10
   Concept of one
   Difference between letters and numbers
   Recognize numbers

B. Basic Reading and Math Skills

C. Formation of Basic Penmanship Strokes (manuscript)

Note: Important - As soon as possible, the student should know name, address and phone number.

II. Elementary

A. Continue development of basic reading and math skills.

B. Cursive writing skills

C. Writing skills: sentences, paragraphs, capitalization rules on advanced levels.

D. Dictionary skills; Alphabetizing to at least first two letters

E. Add geography and science skills.

III. Middle School/Junior High School

A. Continue development of reading and math skills.

B. More stress on subject matter.

C. Reading for content. (Note: There are many high-interest, low-reading books on many subjects.)

D. Many EMH programs at this level are labs so the students will be "mainstreamed" to the extent possible. This scheduling should be well planned so no student will be in a regular program that is beyond his academic/mental ability.

E. An objective on the IEP might be, "Will pass (regular) course with an adjusted curriculum." This means the special teacher would have to work with the regular teacher to plan the "adjusted" curriculum.

IV. High School

It is very important to understand that high school EMH students must follow the same regulations for units for graduation as all students. The information is found in the Oklahoma State Department of Education Administrator's Handbook for Elementary, Middle, Junior High and High Schools, 1984. (A verbatim copy is included under the title Senior High Work-Study Cooperative Program.) As stated elsewhere, the EMH student should receive the same diploma as the regular student. However, it should be noted that on the

transcript the classes may have different titles; such as, there may be four units of Communication Skills for English; Computation Skills covers Math; and Social Studies can be used to cover the History requirements.

This three or four-year program is probably the last formal education the EMH student will have so concentration should be given to the needed skills for productive adulthood. There are really two programs: (A) Full Time Classes, and (B) Work-Study.

A. For the student who is not working and is enrolled in a full time classroom program, the basic academics (Math, English, History, etc.) should be with the special teacher. There are many electives that will benefit this student, such as Home Economics, Industrical Art classes, Music, Art, P.E. and others.

According to P.L. 94-142 regulations (Federal Register, August 27, 1977) Vocational Technical Education should be available to the special student if it is available to the regular student.

The Driver's Education program should be a part of the EMH student's program when at all possible. For the student to benefit from this course, adjustments will have to be made and cooperation between the special teacher and the Driver's Ed teacher is necessary.

B. Work-Study Program. In this program the student goes to school part-time and works part-time under supervision of the special teacher. The goal is to introduce the student to the world of work and eventually gain experience that will assure the student of employment as an adult. The school and special education teacher may organize a Work-Study program with the teacher having released time for job placement and on-the-job supervision. However, most Work-Study programs are cooperatives involving Vocational Rehabilitation. See following pages.

SENIOR HIGH WORK-STUDY PROGRAMS

The Senior High Work-Study Cooperative Program involving Vocational Rehabilitation and Vocational Technical Education is one means of providing an appropriate educational program for handicapped youth. Local Individualized Education Program (IEP) Teams may, for individual students, use the following modified course names and requirements permitting credit for vocational education and supervised work experience. This allows for a realistic educational program which helps handicapped youth make the transition from school to the world of work with a maximum chance for success as self-supporting citizens.

Each participating school district has a special education teacher and a Vocational Rehabilitation Counselor (full-time or part-time) assigned to the program to provide the coordinated services of both agencies. The teacher spends a portion of the day in securing jobs for the students, supervising students on the job, and making home visits. The VR Counselor takes a student's application and determines eligibility for needed vocational rehabilitation services.

Presently, eighteen (18) units are required for graduation. Thirteen and one-half (13½) of the 18 units shall be earned in the 10th, 11th, and 12th grades. Four and one-half (4½) units may be earned in grade 9.

Beginning with the school year 1986-87, twenty (20) units are required for graduation. Fourteen (14) of the 20 units required for graduation shall be earned in the 10th, 11th, and 12th grades. Six (6) units may be earned in grade 9.

The total units required for graduation to be earned in grades 9 through 12 shall include:

1. Communication Skills - 4 units

2. Social Studies - 1½ units (This fulfills the requirement for American History - 1 unit, and Oklahoma History - ½ unit). (Note: Beginning with 1986-87, this will be 2 units including ½ unit of World History).

3. Science - 1 unit (Note: Beginning with 1986-87, this will be 2 units).

4. Computation Skills - 1 unit (Note: Beginning with 1986-87, this will be 2 units).

The remaining 10½ units necessary to complete the required 18 units

for graduation at the present time, and beginning with 1986-87 school year the 10 units of required 20 units shall be chosen from the following:

1. Co-op Training (work experience or on-the-job training) (Maximum 3 units per school year)

2. Vocational and Technical Education (See High School Regulations, Section XI, including Other Special Vocational Education) (Maximum 3 units per school year)

3. Home Training

4. Vocations

5. Physical Education

6. Arts & Crafts

7. Music

8. Industrial Art courses

9. Others as appropriate

School districts interested in establishing a cooperative Special Education - Vocational Rehabilitation Work-Study Program for mentally handicapped youth at the senior high level should contact the Special Education Section of the State Department of Education. A conference will then be arranged with the local school officials and personnel from Special Education and Vocational Rehabilitation to discuss the steps necessary to organize and operate the program.

EMH Middle, Junior High, Senior High School Teaching Units

As stated, EMH students' programs will follow the regular curriculum for credits for graduation; however, teaching units of practical knowledge should be included. Most of the following suggested units can be a part of English, Science, Math or other classes.

Effective Speaking
Listening
Group Discussion
Giving/Following Directions
Telephone Use
Newspaper
Current Events
Human Body
Good Health Practices
Drug/Alcohol Abuse
Selection/Care of Clothing
Good Grooming
Family Relationships
Dating
Engagement/Marriage
Voting/Politics
Transportation/Travel
Leisure Time
Responsibility of Car Ownership
Math: Making Change
Basic Measurement
Managing Money
Figuring Wages
Taxes
Social Security
Insurance
Banking
Interest
Job Related:
Vocational Rehabilitation
Application Forms
Work Record
Attitude Toward Work
Job Punctuality
Vacations
Unions
Interviewing for a Job

C.V.E.T.

Coordinated Vocational Education and Training (C.V.E.T.) for Disadvantaged and Handicapped Youth is the State Department of Vocational Education's program designed for students with special learning needs. It is intended for in-school youth who are academically disadvantaged or are handicapped to such an extent as to prevent them from succeeding in traditional educational endeavors. The program includes a combination of vocational and modified, related instruction that provides in-school youth with the educational opportunities for acquiring salable vocational skill while also acquiring basic knowledge in the related fields of math and English. This approach enables students enrolled to reach maximum personal development, including employment potential, within their ability and in the shortest possible time. This program must be supported by a specialized guidance and counseling program for these students, including psychological and occupational-aptitude testing.

Objectives of the Program

1. To provide students with vocational education preparing them for gainful employment in jobs requiring semi-skilled knowledge and training or, through preparation in this program, to prepare these students to enter regular high school or area vocational school programs.

2. To provide students with a related curriculum that departs from traditional methods of teaching and is at a level where they can succeed.

Class Schedules

Students are scheduled for vocational shop instruction for two consecutive hours (110 minutes) each school day and are enrolled in modified academic and other elective courses during the remaining portion of the school day. A teacher who is teaching two or more laboratory or vocational shop classes shall be considered as a full-time teacher. A teacher of laboratory or vocational shop classes may be assigned three vocational classes each day.

High School Credits

Preparatory vocational shop programs are fully accredited high school subjects which carry units of credit for each year of instruction.

Selection of Students

Students enrolled in grades 9 and 10 (fourteen years and up) and who meet the eligibility requirements are eligible for entrance into classes.

This is a good program if available in your school. (For information contact State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, OK 74074). There is limited enrollment in this program for the handicapped student. It should be noted that this is supplementary help for the EMH student and does not replace Special Education.

CURRICULUM

TRAINABLE MENTALLY HANDICAPPED

CURRICULUM FOR THE TRAINABLE MENTALLY HANDICAPPED

A practical approach should be used in developing an appropriate program for the Trainable child. Consideration should be given to the fact that the public school is going to be responsible for the child's total education. From the earliest age the goal should be aimed toward when the child becomes an adult. Of course, the ideal goal would be independent living. If this is not possible, goals would reflect the degree of independent living the individual might obtain. A program should contain:

1. Academic Achievement should be planned if the student is mentally capable of the simple basics in reading and math. It is not practical to continue to stress reading and math if the student has such limited mental ability that these subjects have no meaning.

2. Self-Help Skills (toileting, feeding, dressing, etc.) are a top priority. The more a child can do for itself, the better he/she can fit into the "outside" world.

3. Good Social Behavior can mean a big difference in acceptance. Parents who overindulge their child and teachers who overprotect their students are not helping the child. With few exceptions, the TMH student can learn proper behavior in the classroom, in the school cafeteria, in the grocery store, etc. This acceptable behavior can mean very much in outside activities.

4. Vocational Training will be limited but not impossible. Those students with more mental ability and good physical dexterity can be placed in Work-Study Programs (part school, part-time on-the-job training and/or working). There are few Vocational Technical programs for the TMH student. The majority of the TMH students will function best in a well supervised program such as a Sheltered Workshop.

Curriculum for the TMH

A curriculum should be developed for the Trainable Mentally Handicapped student. From the time these students enter school until they graduate an appropriate program should be developed. The TMH student's lack of academic skills does not mean he cannot learn. As in any school population, there are different levels of ability so programs will be developed on an individual basis but a broad plan for elementary and secondary must be also developed.

I. Primary Curriculum

A. Social Skills

1. The child should demonstrate adequate internalization of social skills to successfully exist in a semi-protective environment.

B. Self-Care Skills

1. Independence in dressing, feeding, toileting, safety, etc.

C. Gross Motor Skills

1. To develop gross muscular control.

D. Fine Motor Perception

1. To develop fine motor perception (colors, shapes, visual sequence, tactile sense, taste discrimination, olfactory discrimination, eye-hand coordination).

E. Auditory Perception

1. To develop auditory awareness.

F. Language Arts

1. To encourage communication for the TMH child, commensurate with his ability.

G. Math

1. Shapes: circle, square, triangle; rote counting, trace and write numbers.

H. Points of Location

1. Up/Down, On/Off, In/Out, etc.

I. Music

1. Promote development and efficient use of body through large and small muscle activity done to rhythms, finger plays, songs, games and dances.

J. Art

1. To develop large and fine muscles, eye-hand coordination, tactile experience, overall coordination and kinesthetic sensation.

II. Intermediate Level Curriculum

A. Communication Skills

1. To develop listening skills, speaking skills, visual skills, communication skills through tactile, kinesthetic, gustatory and olfactory means.

B. Personal and Social Competence

1. To help the child develop a better self-concept and social acceptability through accomplishments in self-control, co-operation, good manners and citizenship.

C. Physical Development

1. To increase self-awareness, body concept, sense of achievement, and feeling of self-worth through physical activity (running, skipping, climbing, dancing, throwing and catching, etc.).

D. Fine Motor Skills

1. To increase the child's physical ability in manipulation of objects.

E. Economic Usefulness

1. Food Units

a. To develop good work habits for efficiency and safety in the kitchen, setting table, cooking.

2. Selection and Care of Clothing

a. Select clothing appropriate to weather, develop good dressing habits, and taking care of clothing.

F. Safety

1. To make the child aware of practicing safety rules within the home, school and community.

G. Leisure Time

1. To use leisure time enjoyably and profitably through formal and informal group participation and individually. (Regular scheduled library periods, musical and dramatical programs, picnics, parties, etc.).

H. Community Living

1. To teach travel safety and to encourage individual's responsibility.

I. Socialization

1. Children will be taught to behave in three general areas:

a. Manners at the table
b. Courtesy to others
c. Manners outside the classroom.

J. Self-Help

1. To enhance and develop the child's personal skills and competencies in dealing with his environment so that he can help himself along with others as an independent contributing member of society (washing/mending clothing, good personal grooming, good eating habits).

III. Secondary Curriculum

It is very important to understand that secondary TMH students must follow the same regulations for units for graduation as all students. This information is found in the Oklahoma State Department of Education Administrator's Handbook for Elementary, Middle, Junior High and High School, 1984. (See Senior High Work-Study Cooperative Program for details). As stated elsewhere, the TMH should receive the same diploma as the regular students. However, it whould be noted that on the transcript the classes may have different titles such as: four units of Communication Skills for

English (and certainly communication will be an important part of the TMH student's education, throughout his school experience), Computation Skills covers math, and Social Studies can cover the program concerning social and community training. Grooming and health could be covered under Science. Although Trainable Mentally Handicapped students have limited ability, they must have a secondary program and not just a continuation of the elementary program.

A. Motor Skills

1. To develop those skills which provide maximum muscle development and physical coordination, with application to practical everyday tasks.

B. Safety and Self-Care

1. The students will develop habits of safety and self-care in order to care for themselves to their fullest potential. Some examples:

   a. Clothing: washing, ironing, purchasing.
   b. Grooming and cleanliness.
   c. Food: proper eating, cooking, washing dishes, purchasing food.
   d. Know simple facts about first aid.

C. Social Skills

1. To develop skills that will lead to adequate social understandings within their environment. Some examples:

   a. Using attitudes acceptable in society.
   b. Good family relationships.
   c. Carrying out assigned task.
   d. Show good sportsmanship.

D. Language and Communication

1. Listening to discriminate, speaking to communicate effectively, speaking to develop acceptable language (example: correct use of the telephone), and recognition of important printed words (example: personal names, safety signs such as caution, traffic and street signs, etc.).

E. Functional Arithmetic

1. To develop an understanding of simple functional arithmetic. Some examples:

a. Counting.
b. Understanding of terms (example: empty, full).
c. Knowledge of time.
d. Use of money.
e. Measuring (example: cup/pint, yardstick, distances).

F. Vocational Skills

1. To develop skills for vocational adequacy.

a. Housekeeping.
b. Yard maintenance.
c. Basic cooking skills.
d. Laundry: washing and ironing.
e. Basic sewing skills.
f. Learn to use basic tools.
g. To travel about the neighborhood and community.
h. Develop skills usable in a sheltered workshop (example: sorting, packing, parts assembly, etc.).

G. Recreational Activities

1. General objectives are to develop gains in:

a. physical well being;
b. emotional stability;
c. social independence; and
d. intellectual advancement.

H. Aesthetic Appreciation

1. To improve the individual's adjustment to himself and his environment, and provide self-satisfaction. Example: arts and crafts, music, dancing.

INDIVIDUALIZED EDUCATION PROGRAM

THE INDIVIDUALIZED EDUCATION PROGRAM TEAM

The IEP Team has a two-fold purpose:

1. To make the final decision and initiate special class placement, if appropriate;
2. To develop the Individualized Education Program (IEP) for the student diagnosed as MR.

The IEP Team is composed of a student's regular teacher, special teacher, student's parent (and the student when appropriate), and an administrative representative. The purpose of the IEP Team meeting is to bring together, in one place, all pertinent information concerning the student's placement. Goals and objectives should be set in accordance with the student's strengths and weaknesses.

The special education teacher has a very important role in writing the IEP. Although the intent of the law is that the total team makes final decisions, the MR teacher should lead the team with ideas concerning the program. The MR teacher should have all the facts about the student at his/her command and this knowledge should be used (with the teacher's expertise) to develop the IEP.

The team writes the IEP in a meeting. However, to expedite the procedures, the MR teacher should come to the meeting with notes, preconceived ideas based on the evaluation reports and knowledge based on these reports for appropriate placement.
Note: All programming and placement must be based on the student's needs and not what the school has to offer.

At the initial placement, three-year re-evaluation procedures and any important changes in the child's program (such as change from self-contained to lab, totally in regular class after lab, or complete removal from the program, etc.) the entire team must meet. However, there could be a valid reason at the annual review and writing of a new IEP that the parent cannot attend. This should be noted under "Comment" and a conference held later with the parent to explain the new IEP and obtain the parent's signature. After agreement on the program and the IEP has been completed (with all necessary signatures), the parents may be given a copy if they so request.

The IEP is considered a confidential document and as such will be maintained in a proper manner in the confidential folder. If the special teacher wants a copy of the IEP in the classroom, it must be kept secure (locked space).

A unique contribution of P.L. 94-142 is to require an individualized

education plan for every student receiving special education services and to specify what must go into the plan. A child must not be placed in a special education program until an IEP is written. Refer to the Policies and Procedures Manual for Special Education in Oklahoma for a description of the IEP process. (SDE Special Education Form No. 6 and 6A).

IEP TEAM MEMBERS AND THEIR ROLES

1. An administrator or designee must realize that it is possible there can be expensive related services and/or special equipment.

2. The MR special teacher should arrive at the meeting with all necessary information available, basic ideas of the child's needs and concepts of what an appropriate program would be.

3. The parent's role is very important in that some training activities must be a joint effort between school and home (such as feeding skills, dressing, toilet training, language development, etc.). Only with parental input can the school know what the child can or cannot do outside the classroom.

4. The regular teacher with knowledge of the normal peer group can help determine how much time the MR student can spend in the "mainstream" of the school.

5. Other team members may be added if they can contribute to writing the program, such as speech therapist, physical therapist, psychometrist, etc.

INDIVIDUALIZED EDUCATION PROGRAM
FOR
EDUCABLE MENTALLY HANDICAPPED CHILDREN

The directions for writing Individualized Education Programs in the Policies and Procedures Manual for Special Education in Oklahoma are explicit and basically cover all handicapping categories. The Annual Goals and Short Term Instructional Objectives are based on each individual child's needs.

Under Educational Performance Levels (Tests and date given), most of the EMH students can respond to individual achievement tests well enough to get grade levels. For the very young and/or low level functioning student, developmental levels may be used.

The section on curriculum explains what the necessary program is for the EMH student. The following are some suggested goals and objectives in three levels: Elementary, Junior High/Middle School, and Senior High School. These are not all inclusive but are intended as some ideas for an appropriate program to meet the student's needs.

ELEMENTARY	
GOALS	MEASURABLE OBJECTIVES
Improve Language Arts Skills	1. Reading: Complete pre-readiness skills Complete readiness skills Learn basic reading skills (Note: Using a basic reading text in programs, this objective could be phrased: Will complete Level I (or II or what is appropriate), Will gain 4 (or 5 or 6) months in reading comprehension, will improve reading vocabulary to 3rd grade level, etc.) (Cont)

ELEMENTARY	
GOALS	MEASURABLE OBJECTIVES
Improve Language Arts Skills (Cont)	2. Spelling: Will learn 5 words per week on a 2nd grade level Will spell, know meaning and use in a sentence 10 words per week on a 4th grade level 3. Penmanship: Be able to write manuscript legibly Be able to write cursive legibly 4. Be able to write: Simple sentence Complex Sentence Know and use punctuation rules Know and use capitalization rules (Note: There is debate on the valuation of EMH students learning the parts of speech)
Improve Math Skills	1. Complete pre-readiness skills 2. Complete readiness skills 3. Count by rote 1-5, 1-10, 1-100 4. Recognize and write numbers 5. Learn basic skills: addition, subtraction, multiplication (Cont)

ELEMENTARY	
GOALS	MEASURABLE OBJECTIVES
Improve Math Skills (Cont)	and division. (Note: Start out simple and have student progress as ability allows. Only top level students will be able to handle more than simple multiplication and division problems) 6. Solve thought problems (practical and concrete)
Improve Social Skills	1. Group participation (teacher observation) 2. Attend to task for given period of time 3. Follow directions: one, two or three steps 4. Correction of behavior problems

JUNIOR HIGH SCHOOL/MIDDLE SCHOOL	
GOALS	MEASURABLE OBJECTIVES
Note: Teaching the basic skills is a continuing process but above the elementary level more subject matter is a part of the student's program. The EMH student should have an opportunity to learn about the world as do his peers in regular classes. The CVET program is expanded in the Program Development Section.	
Improve Communication Skills	1. Be able to read a story and summarize it in writing 2. Be able to give verbal reports to the class 3. Use proper punctuation and capitals in writing 4. Be able to use card catalogue in selection of books in library
Improve Computative Skills	1. Be able to make correct change with money 2. Be able to use measurements: linear, liquid, weight, etc.
Improve Social Studies Skills	1. Be able to complete oral or written tests over units: maps, community resources, state and national history and geography, etc.
Improve Science Skills	1. Make a passing grade in regular Home Economics class with an adjusted curriculum. (Note: This idea can be used in any regular class when the student is mainstreamed. 2. Learn the four basic foods for good nutrition and be able to plan a balanced meal 3. Demonstrate good grooming habits

SENIOR HIGH SCHOOL	
GOALS	MEASURABLE OBJECTIVES
Note: Teaching the basic skills is a continuing process but at the Senior High level more subject matter is a part of the student's program. The EMH student should have an opportunity to learn about the world as do his peers in regular class. At the Senior High School the student should be a part of the whole school in extra curricular activities as well as academics as much as possible. In the General Information Section, the requirement for graduation is discussed. It is necessary that a regular transcript be kept on all students, EMH and TMH. The Work-Study Program is covered under PROGRAM DEVELOPMENT, Curriculum.	
Improve Communication Skills	Note: Continue the Junior High/ Middle School objectives with advanced skills; additions should be: 1. Demonstrate good telephone skills 2. Be able to complete forms relating to employment 3. Will learn the process of elections and voting
Improve Computative Skills	Note: Continue in basic math skills advancing with the student's ability; additions should be: 1. Be able to complete simple income tax form 2. Demonstrate ability to use a checking and savings account 3. Demonstrate practical economics in purchasing clothes, groceries, car, etc.
Improve Science Skills	1. Be able to pass a teaching unit on meteorology. (Cont)

SENIOR HIGH SCHOOL	
GOALS	MEASURABLE OBJECTIVES
Improve Science Skills (Cont)	2. Demonstrate good grooming for school and work 3. Under Home Ec (regular or special class): .Be able to do simple sewing and clothing repair .Be able to operate washing machine and clothes dryer 4. Under Industrial Arts: .Be able to do simple home repairs .Be able to operate small motor appliances 5. Pass the regular class for Driver's Education with an adjusted curriculum
Improve Social Studies Skills	1. Be able to travel in community (if there is a public transportation system) 2. Know community resources (fire, police, etc.) 3. Make a passing grade in Oklahoma, United States, World History courses (special or regular with adjusted curriculum)
Improve Vocational Skills	1. Make passing grade in Vocational Technical School course (more and more Vo Tech Schools are offering special programs for the EMH student, and there are also regular (Cont)

SENIOR HIGH SCHOOL	
GOALS	MEASURABLE OBJECTIVES
Improve Vocational Skills (Cont)	classes the students can benefit from) 2. As a part of the Work-Study Program (see description of this program, page 82) complete a successful work program. 3. Take responsibility for punctuality and attendance on job (or on-the-job training)

INDIVIDUALIZED EDUCATION PROGRAM
FOR
TRAINABLE MENTALLY HANDICAPPED CHILDREN

The directions for writing Individualized Education Programs in the Policies and Procedures Manual for Special Education in Oklahoma are explicit and basically cover all handicapping categories. The Annual Goals and Short Term Instructional Objectives are based on each individual child's needs.

Under Educational Performance Levels (Tests and date given), for the TMH this information may be standardized evaluation of developmental levels. Under Summary Statement (Strengths and Weaknesses), relevant medical problems could be stated. The Evaluation Procedures will often be by teacher observation. Standardized achievement tests are seldom appropriate. However, documentation should be done to record progress made.

The following are some suggested goals and objectives on three levels: Primary, Intermediate, and Secondary.

PRIMARY	
GOALS	MEASURABLE OBJECTIVES
Improve Social Skills*	1. Demonstrate awareness of other children 2. Participate in group activities 3. Learn to share 4. Assume responsibility for completion of small tasks
Improve Self-Help Skills*	1. Learn to dress self (Note: This should be broken down to shirt, pants, zippering, buttoning, shoes, etc.) 2. Learn to bathe self - a home activity but would be on the IEP with parent as person responsible (Cont)

PRIMARY	
GOALS	MEASURABLE OBJECTIVES
Improve Self-Help Skills* (Cont)	3. Learn good eating habits 4. Develop independent toilet habits 5. Develop good safety practices (traffic, fire, etc.)
Improve Gross/Fine Motor Skills*	1. Develop mobility skills (if needed) 2. Learn body parts 3. Gain body cooperation 4. Develop discrimination tactile taste and olfactory sense 5. Develop eye-hand coordination
Improve Language Arts Skills*	1. Learn to match colors, shapes, etc. 2. Participate in songs with gesture 3. Volunteers simple sentences
Improve Math Skills*	1. Count rote 1-5, 1-10 2. Count objects to 5 3. Recognize, write numbers 4. Recognize difference in amounts (such as: empty/full, all/none) 5. Recognize and identify points of location (up/down, under/over left/right, etc. 6. Day of week, month

*Note: For the severe child the goal may be to maintain skills already learned.

INTERMEDIATE	
GOALS	MEASURABLE OBJECTIVES
Improve and/or Maintain Communication Skills	Develop Listening Skills: 1. Think of and say words which contain a specified sound 2. Recognize and indicate words that rhyme 3. Identify words that have same beginning and ending sounds 4. Carry out a simple series of oral instructions 5. Recognize and name voices of associate 6. Develop skills in sustained listing (Listen to a story and tell what the story was about, not necessarily in a complete sentence) Develop Speaking Skills: 1. Use words appropriately to name objects in the environment 2. Speak intelligibly 3. Speak with complete sentences; use increasingly complex sentences
Improve Visual Skills	Develop Visual Skills: 1. Demonstrate good figure-ground perception 2. Duplicate a simple pattern (Cont)

INTERMEDIATE	
GOALS	MEASURABLE OBJECTIVES
Improve Visual Skills (Cont)	3. Observe and point out detail/ differences: color, size, shape 4. Demonstrate visual memory for shape and arrangement
To help the child develop a better self-concept and social acceptability through accomplishments in self-control, cooperation, good manners and citizenship	1. Develop better adjustment to a group situation 2. Demonstrate the ability to exhibit self-control under pressure 3. Develop acceptable use of leisure time 4. Beginning development of self-confidence in public
To increase self-awareness, body concept, sense of achievement, and feeling of self-worth through physical activity	1. Demonstrate proper posture and skill in walking, running 2. Demonstrate proper form and balance in jumping, hopping, climbing, skipping, etc. 3 Demonstrate performance -- dance steps and other dancing activities 4. Exhibit bodily response to directions: on, over, under, around, left/right 5. Trace letters/numbers, write on blackboard
To develop good work habits for efficiency and safety in the kitchen	1. Learn how to: clean a kitchen, use kitchen equipment, set a table, clean fruits and vegetables, gain basic cooking skills, etc.

INTERMEDIATE	
GOALS	MEASURABLE OBJECTIVES
Selection and Care of Clothing	1. To select clothing appropriate to the weather 2. To develop good dressing habits 3. To develop habits of wearing clean clothing
To make the child aware of practicing safety rules	1. Demonstrate good safety practices in the home, school and community 2. Recognize situations involving physical hazards
To use leisure time enjoyably and profitably	1. Demonstrate cooperation within a group for social activities 2. Use individual free time creatively and constructively in school and home 3. Participation in music activities 4. Attend communit recreational areas (zoo, park, swimming pool, etc.) 5. Use public transportation
Develop good manners	1. Learn to observe some typical life situations that call for courteous behavior: .Greetings, requests (please, thank you, may I, etc.) .Telephone-making and receiving calls (Cont)

INTERMEDIATE	
GOALS	MEASURABLE OBJECTIVES
Develop good manners (Cont)	2. Will be able to identify some places where manners are needed outside the classroom: school building, at a party, in a store, etc.
Improve Self-Help Skills	1. Perform the acts of properly caring for clothing (Example: polishing shoes) 2. Perform tasks necessary to keep one's body clean and neat: bathing, hair washing, teeth care, etc. 3. Perform the tasks needed to feed one's self independently and properly (Examples: use utensils correctly, chew food quietly with mouth closed, etc.)

SECONDARY	
GOALS	MEASURABLE OBJECTIVES
To develop those motor skills which provide maximum muscle development and physical coordination, with application to practical everyday tasks	1. To march gracefully in intricate patterns to intricate patterns 2. To be able to enter into a group or social dancing 3. To be able to throw, catch a ball in different situations 4. To be able to use eating utensils skillfully 5. To be able to produce legible figures and letters 6. To be able to use learned skills in useful ways Examples: lock and unlock door, operate electric switch, cut with scissors, sculpture with clay, etc. 7. To transfer learned physical education activities to recreational activities of the home and community
To develop habits of safety and self-care in order to care for themselves to their fullest potential	1. Develop good personal grooming: .Boys learn to shave .Girls to care for own feminine hygiene .Proper care of hair 2. Learn to dress in a socially acceptable manner 3. Learn to wash, iron, mend clothing (Cont)

SECONDARY	
GOALS	MEASURABLE OBJECTIVES
To develop habits of safety and self-care in order to care for themselves to their fullest potential (Cont)	4. Learn to use good taste in selecting clothes such as matching colors 5. To eat in a socially acceptable manner 6. Eat proper foods (nutrition) 7. Care for toilet needs in a socially acceptable manner 8. Apply simple rules of safety: .Practice fire drill .Practice calling fire department .Practice calling police .Understand meaning of different safety signs .Use proper safety on bicycle 9. Know simple facts about first aid
To develop skills that will lead to adequate social understanding within their environment	1. Recognition of name, address, telephone number 2. Recognizes the role of parents in a family situation 3. Good interaction with brothers and sisters 4. Accepts criticism 5. Carries out assigned tasks: simple homework, completing project (Cont)

SECONDARY	
GOALS	MEASURABLE OBJECTIVES
To develop skills that will lead to adequate social understanding within their environment (Cont)	6. Able to deliver both oral and written messages 7. Recognize role of community helpers 8. Understands role of employers
To improve language and communications	1. Identifies people, things and places in his environment when he hears them named 2. Identifies familiar animals when named 3. Uses auditory stimuli for safety cues 4. Develops good listening skills: .Listens for information .Listens and responds to verbal instructions .Listens to and relates information from stories, TV, etc. 5. Speaks to communicate effectively .Reproduces names of objects .Uses simple sentence in answer to question .Participates in discussion .Participates in language games 6. Recognizes printed names of persons, objects, printed food labels, etc. (Cont)

SECONDARY	
GOALS	MEASURABLE OBJECTIVES
To impro language and communications	7. Reads signs: safety, street 8. Writes as means of communication .Prints from memory .Legible writing when copying
To develop an understanding of simple functional arithmetic	1. Learn counting to best of ability: recognize a dozen (put 12 eggs in a carton), point to first-second-third, use counting in doing jobs, etc. 2. Demonstrate understanding of terms: all, none, some, cup, pint, quart, etc. 3. Demonstrate knowledge of time 4. To recognize and use coins and money 5. To measure for home needs, occupational needs, environment (city blocks)
To develop skills for vocational adequacy	1. Performance of home chores (kitchen, bathroom, other rooms, cleaning) 2. Take care of yard and maintain a good appearance 3. Preparation of simple meals 4. To go to the store for a few items 5. Do family laundry 6. Do simple ironing (Cont)

SECONDARY	
GOALS	MEASURABLE OBJECTIVES
To develop skills for vocational adequacy (Cont)	7. Use basic sewing skills 8. To run errands 9. Do basic household repairs 10. Use the telephone (proper use dialing) 11. Be able to travel around neighborhood and community
To develop occupational skills	1. Do simple office tasks 2. Skill in area of food service 3. Skill in yard maintenance 4. Skills usable in a sheltered workshop

It is obvious that there is overlapping in the goals and objectives at the three levels. The intent is to recognize those goals needed, and to progress upward toward maximum skills learned to the extent of the child's ability. Although they are not stressed here by subject name, basic skills in reading and math are a continuing part of the program.

INSTRUCTIONAL MATERIALS

In the early days of education for the Mentally Retarded student, all materials had to be teacher-made. However, today there are many good commercial products on all levels for all children's needs. The twenty Regional Education Service Centers throughout the state have material to loan and most professional meetings (i.e., OEA, CEC) have exhibits, so teachers have an opportunity to review materials. When commercial instructional materials are to be used almost daily, a classroom needs to have them permanently. However, special items for one child or a seldom used item may be borrowed from the RESC or shared with another teacher.

The Mentally Retarded student of any age will need concrete manipulative materials. Because, specifically with the TMH, there is not always a transfer of knowledge, as much as possible the "real" thing should be used. Case in point, skill in using play money in the classroom does not necessarily transfer to the child going to the store, making a purchase and receiving the correct change.

Field trips and "hands on" experiences are beneficial if planned to fit the needs of the MR child. All the explanation in the world won't take the place of a real orange in the child's hand.

Many of the EMH students can function with the same curriculum as the regular student. In such a situation, the special teacher will need to "adjust" the curriculum to fit the EMH student's needs, keeping the basic concept while using different methods of teaching.

SUGGESTED MATERIALS

NAME	CATEGORY/AGE	COMPANY
Language Skills:		
P. Moony	3-5 year olds	American Guidance Serv.
Pazoo	Average 3 yr. old	Publishers Bldg.
Small Wonder Level I	Birth to 18 months	Circle Pines, MN 55014
Small Wonder Level II	18-36 months	
Peabody Kits	Readiness to upper elementary	American Guidance Serv. Publishers Bldg. Circle Pines, MN 55014
Essential Sight Words Program	Primary - up	American Guidance Serv. Publishers Bldg. Circle Pines, MN 55014
Duso Sets (Social Behavior)	Elementary	American Guidance Serv. Publishers Bldg. Circle Pines, MN 55014
Systems 80 Individual Learning Program Machine and Pictures	Readiness and above	Borg-Warner Educ., Inc. 600 W. University Drive Arlington Heights, IL 60004
Distar - Reading Math	EMH Primary TMH Primary Intermediate	Science Research Assn. 155 N. Wacker Drive Chicago, IL 60606
Plans for Living: Your Guide to Health and Safety	Reading Level: 2.5-3.0 grade level	Fearon Publishers 2165 Park Blvd. Palo Alto, CA 94306
Young Home Makers to Work (Basic Home Making Tasks)	Reading Level: 2-5 grade	Fearon Publishers 2165 Park Blvd. Palo Alto, CA 94306
Specific Skill Series Language Development	All Levels	Barnell Loft 958 Church Street Baldwin, NY 11510
Eight Science Sequence Cards	Readiness-Primary	Milton Bradley 74 Park Street Springfield, MA 01105

SUGGESTED MATERIALS

NAME	CATEGORY/AGE	COMPANY
Audio Reading Kit "Alligator" Level "Bear" Level	Primary	Educational Dev. Corp. 8538 E. 41st Street Tulsa, OK 74145
Spelling Tapes (Cassette, Teacher's Manual, 8 sets)	Primary - Jr. Hi.	Educational Dev. Corp. 8538 E. 41st Street Tulsa, OK 74145
Mazes, Designs (Wipe off cards)	K-Primary	Trend Enterprises P.O. Box 3073 St. Paul, MN 55165
Groovy Letters	Readiness	Ideal School Supply 11000 S. Lavergne Ave. Oak Lawn, IL 60453
Visual Closure Cards (Eye/Hand Coordination)	Primary	Ideal School Supply 11000 S. Lavergne Ave. Oak Lawn, IL 60453
Create-a-Bit-Fun Task Cards (6 different activities)	Elementary	Wise Owl Publications P.O. Box 3816 Los Angeles, CA 90028
Developing Basic Values (Daily Living)	Elementary	Singer Education Div. Society for Visual Ed. (SVA) 1345 Diversey Parkway Chicago, IL 60614
Adventures of the Lolly Pop Dragon (Social Attitudes)	Elementary	Singer Education Div. Society for Visual Ed. (SVA) 1345 Diversey Parkway Chicago, IL 60614
All kinds of materials on all levels (Use DLM Catalogue)	All Levels	Developmental Learning Materials (DLM) 7440 Natchez Ave. Niles, IL 60648

SUGGESTED MATERIALS

NAME	CATEGORY/AGE	COMPANY
Bowmar All kinds of materials on all levels (Use Bowmar catalogue)	All Levels	Bowmar P.O. Box 3623 622 Rodier Dr. Glendale, CA 91201
Self Correcting Math-Reading-Perceptual Plastic Type Puzzles	Readiness 1st Grade & Above	Step Inc. P.O. Box 887 Mukiteo, WA 98275
Checkered Flag Series (Reading)	EMH-Intermediate Secondary High interest level	Field Education Publ. 609 Mission St. San Francisco, CA 94105
Our United States (History, geography & industry of all 50 states)	Reading Level: 3-4 grade	New Readers Press P.O. Box 131 Syracuse, NY 13210
My Country (Information about our country and government)	Reading Level: 3-4 grade	Steck-Vaugh Co. P.O. Box 2028 Austin, TX 78767
The Wonder of Science Series	Secondary EMH	Steck-Vaugh Co. P.O. Box 2028 Austin, TX 78767
Color Me American Worktext with units on U.S. Constitution, Bill of Rights, etc.	Elementary & up	Gary Lawson Co. 9488 Sara Street Elk Grove, CA 95624
Pendulum Illustrated Classics (Literature classics in comic book style)	EMH-Intermediate Secondary	Pendulum Press, Inc. The Academic Bldg. Saw Mill Road West Haven, CT 06516

SUGGESTED MATERIALS

NAME	CATEGORY/AGE	COMPANY
Accent/Consumer Ed. Accent/Family Finances Accent/Personality Accent/Jobs & Job Models Accent/World of Work	Reading Level: 5-7 grade 5-6 grade 3-4 grade 5-6 grade 3-4 grade	Follett Educ. Corp. 1010 W. Washington Blvd. Chicago, IL 60607
Turner-Livingston Communications (English)	Reading Level: 5th grade	Follett Educ. Corp. 1010 W. Washington Blvd. Chicago, IL 60607
Turner-Livingston Reading Series (Language Arts, Social Studies, Math, Work)	Interest Level: Secondary	Follett Educ. Corp. 1010 W. Washington Blvd. Chicago, IL 60607
Finding Ourselves (Map reading skills in town, county and state)	Reading Level: 3-4 grade	Frank Richards Publ. Co. P.O. Box 66 Phoenix, NY 13135
Manners (Social adjustment and consideration for others)	Intermediate	Frank Richards Publ. Co. P.O. Box 66 Phoenix, NY 13135
Arithmetic That We Need (measurement)	Intermediate	Frank Richards Publ. Co. P.O. Box 66 Phoenix, NY 13135
Jobs A to Z	Reading Level: 3rd grade	Frank Richards Publ. Co. P.O. Box 66 Phoenix, NY 13135
You (Improve social skills and attitudes)	Teen-Agers	Frank Richards Publ. Co. P.O. Box 66 Phoenix, NY 13135
English That We Need	Secondary EMH	Frank Richards Publ. Co. P.O. Box 66 Phoenix, NY 13135

SUGGESTED MATERIALS

NAME	CATEGORY/AGE	COMPANY
Everyday First Aid	Secondary EMH	Frank Richards Publ. Co. P.O. Box 66 Phoenix, NY 13135
Match-Sort-Assemble	High School Vocational Training	Exceptional Education P.O. Box 15308 Seattle, WA 98115
Life Skills - Competency Based Curriculum for Jr., Sr. High School		Thompsons Book Store 2627 N.W. Expressway Oklahoma City, OK 73111
Selected Materials for Special Students		Selected Material for Special Students 8950 Lurline Ave., Dept. NW 3 Chatsworth, CA 91311

GENERAL MATERIALS

The following materials are useful in various situations and the appropriate level would be teacher judgement. There are several companies that offer so much that a catalogue is needed to cover the wealth of educational materials. Check with the Regional Education Service Center in your area for information concerning this.

- Catalogues (Sears, Penneys, Montgomery Wards, OTASCO, etc.)
- Newspapers
- Oklahoma Official State Map (Oklahoma Recreation & Tourism, Will Rogers Building, Room 500, Oklahoma City, OK 73105)
- Rhythm Records (A.B. LeCrone, 819 N.W. 92nd St., Oklahoma City, OK 73114)
- Jigsaw Puzzles (Very simple to complicated)
- Dominoes, Playing Cards, Checkers, Educational Games
- Measuring Devices: ruler, yard stick, tape measure, cup, pint, quart, model clock, calendar, etc.
- Sports Equipment: jump rope, all size balls, etc.
- Counting Devices, such as ice cream sticks, abacus, pocket calculator, Digitor, etc.
- Pegboard & Pegs / Parquetry Blocks with design cards
- Tupperware Toys
- Rhythm Band Set
- Sets of three dimensional numbers and letters
- Small models of kitchen appliances / real kitchen appliances, sewing machine, iron, etc.

The only limit to this list is the financial resources of the school and the teacher's judgement of the needs of the students.